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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE CITY OF NEW BEDFORD,

TOGETHER WITH THE

Superintendent's Annual Report,

FOR THE YEAR 1884.

NEW BEDFORD:
MERCURY PUBLISHING COMPANY, CITY PRINTERS.
1885.

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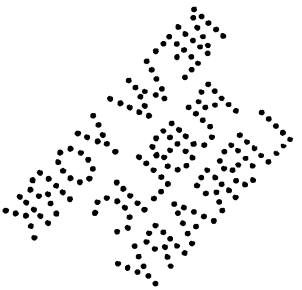
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REPORT.

By direction of the School Committee, I submit to our fellow-citizens the following report for the year 1884:

STATISTICS OF THE SCHOOLS.

I. POPULATION.

The population of the city (census of 1880) was	26,875
School census, May, 1883, (children between 5 and 15 years of age,)	5,131

The whole number of different pupils enrolled during the Fall term was 4606, against 4475 last year.

II. SCHOOLS.

High,	1
Grammar,	3
Primary,	12
Country,	6
Mill,	2
Farm,	1
Total,	25

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III. SCHOOL BUILDINGS.

Number of buildings owned by the city,	24

ROOMS USED FOR SCHOOL PURPOSES.

High,	15
Grammar,	33
Primary,	51
Country,	9
Mill,	6
Drawing,	1
Farm,	1
Evening,	4
Total,	120

IV. TEACHERS.

High school,	8
Grammar schools,	36
Primary schools,	53
Mill schools,	5
Country schools,	9
Special teachers,	4
Farm school,	1
Evening schools,	10
Total,	126

V. PUPILS. (FALL TERM, 1884.)

Whole number of all ages in

	GIRLS.	BOYS.	AGGREGATES.
High school,	170	114	284
Grammar schools,	724	701	1,425
Primary schools,	1,112	1,186	2,398
Country schools,	135	125	260
Mill schools,			250
Farm school,			23
Total,			4,640

Against a total of 4475 last year.

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NUMBER OVER FIFTEEN YEARS OF AGE.

High school,	234
Fifth street,	19
Middle street,	10
Parker street,	23
Acushnet,	6
Plainville,	1
Arnold street,	1
William street,	1
Total,	295

Number under five years of age, none.

INCREASE OR DECREASE IN THE SEVERAL DEPARTMENTS.

High school, (increase,)	16	
Grammar schools, (increase,)	174	
Primary schools, (increase,)	61	
Country schools, (decrease,)		4
Mill schools, (decrease,)		80
Farm school, (increase,)	3	
	254	84

Aggregate increase, 170.

AVERAGE NUMBER BELONGING.

High school,	280
Mill school,	75
Grammar schools:	
Parker street,	400
Middle street,	551
Fifth street,	410
Total for Grammar schools,	1,361

Against a total of 1240 last year.

Primary schools:	
Cedar Grove street,	192
Linden street,	109
Merrimac street,	179

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Cedar street,	197
Maxfield street,	150
Kempton street,	172
Fourth street,	248
Arnold street,	39
William street,	114
Dartmouth street,	179
Grove,	252
Acushnet avenue,	322
Total for Primary schools,	2,153

Against a total of 2108 last year.

Country schools:

Acushnet,	79
North,	24
Rockdale,	26
Plainville,	14
Cannonville,	65
Clark's Point,	30
Total for Country schools,	238

Against a total of 240 last year.

AVERAGE ATTENDANCE.

High school,	269
Mill schools,	85

Grammar schools:

Middle street,	391
Fifth street,	520
Parker street,	370
Total for Grammar schools,	1,281

Against 1183 last year.

Primary schools:

Cedar Grove street,	169
Linden street,	99
Merrimac street,	166
Cedar street,	182
Maxfield street,	141

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Kempton street.	162
Fourth street,	228
Arnold street,	37
William street,	101
Dartmouth street,	168
Grove,	226
Acushnet avenue,	306
Total for Primary schools,	2,005

Against 1947 last year.

Country schools:

Rockdale,	21
Acushnet,	74
North,	23
Plainville,	13
Cannonville,	55
Clark's Point,	27
Total for Country schools,	213

Against 218 last year.

PER CENT. OF ATTENDANCE.

High school,	96
Grammar schools,	95
Primary schools,	90
Country schools,	88

REGULARITY OF ATTENDANCE.

Whole number of Absences and Tardinesses (Half-Days) during the Fall Term, Sixteen Weeks in Length, in the

	ABSENCES.	TARDINESSES.
High school,	[days,] 805	245
Grammar schools:		
Fifth street,	3,419	360
Middle street,	2,797	364
Parker street.	4,088	406

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Primary schools:		
Cedar Grove street,	2,629	200
Linden street,	1,315	180
Merrimac street,	1,751	239
Cedar street,	1,959	136
Maxfield street,	1,294	143
Kempton street,	1,590	176
Fourth street,	3,057	319
Arnold street,	269	54
William street,	1,816	318
Dartmouth street,	1,531	110
Grove,	4,056	788
Acushnet avenue,	2,484	197
Country schools:		
Acushnet,	504	65
North,	——	11
Rockdale,	614	3
Plainville,	204	16
Cannonville,	1,466	522
Clark's Point,	149	65

THE GRADED SCHOOLS.

Number in the several Grades.

High school:	
First grade,	42
Second grade,	55
Third grade,	79
Fourth grade,	108
Grammar schools:	
Fifth grade,	175
Sixth grade,	231
Seventh grade,	264
Eighth grade,	230
Ninth grade,	425
Primary schools:	
Tenth grade,	452
Eleventh grade,	497
Twelfth grade,	529
Thirteenth grade,	920

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COST OF INSTRUCTION PER SCHOLAR.

The statistics of this table include hire of teachers, fuel, care of schoolhouses, books furnished by the city, and supplies in general, except those from the income of the Howland fund. The basis of computation is the average number belonging to each school.

The cost of maintenance of each scholar in the High school for the year has been	$43.80
Grammar schools:	
Parker street,	25.17
Middle street,	22.04
Fifth street.	19.81
Primary schools:	
Cedar Grove street,	13.22
Linden street,	21.07
Merrimac street,	15.61
Cedar street,	16.64
Maxfield street,	17.20
Kempton street,	14.07
William street,	19.74
Fourth street,	12.14
Arnold street,	16.51
Dartmouth street,	14.00
Grove,	10.71
Acushnet avenue,	13.85
Country schools:	
Acushnet,	21.47
North,	19.13
Plainville,	31.99
Rockdale,	29.90
Cannonville,	21.96
Clark's Point.	21.48
The average cost of maintenance of a Grammar scholar has been	$18.67
Of a Primary scholar,	15.39
Of a scholar in a Country school,	24.41
Of a scholar in the Mill school,	47.16

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No just comparisons can be instituted, based on this table, as to the degree of economy exercised in the different schools; the circumstances of the various schools are so different. Some schools have a much smaller number of scholars to a teacher than others, and this circumstance greatly increases the comparative cost per scholar. Still again, the methods of heating some of the school-houses involve a much greater expense for fuel and oversight than is the case with others, with similar results as to the comparative cost.

Respectfully submitted.

H. F. HARRINGTON, Superintendent.

EXPENDITURES.

The committee on expenditures herewith submit their annual report, as follows:

Payments for teachers' salaries,		$67,823.85
For incidentals, (including $6804.91 for text books and supplies,)		25,940.75
For repairs of buildings,		3,888.06
A total of		$99,652.66
The annual appropriations were:		
For teachers' salaries,	$66,500.00	
For incidentals,	18,000.00	
For repairs of buildings,	4,000.00	
Special appropriations for text books and supplies,	6,500.00	
A total of		95,000.00
Showing an excess of expenditures of		$2,652.66
From this excess there should be deducted the sum of returned by the committee to the city treasurer, being amount received for tuition of non-resident pupils, thus giving the actual excess of expenditures over the appropriations,		456.86,
		$2,195.80

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Of this sum, $1323.85 has accrued from an unexpected increase in the expenditure for teachers' salaries; the increased attendance of scholars in all the schools, from the High school down to the primary and evening schools, having rendered it necessary to increase the corps of teachers.

The expenditure for text books and supplies exceeded the appropriation to the amount of $304.94, thus leaving an excess of but $567.00 in the incidentals over the original appropriation. In estimating for the cost of text books your committee were taking a step in the dark, but the result has proved quite satisfactory. Methods are now being adopted which will enable them, in the near future, to make close estimates for this item of school expenses.

During the past year the High school building has been renovated and repaired at an expense of about $900.00, and it is now in good condition for some years to come.

There are other school buildings which are in need of the same renovation and repairing, and I trust the coming year the committee will be enabled to supply these needs, at least in part.

There was at the credit of the dog fund in January, 1884,	$500.00
And the receipts for account of the same were	677.50
	$1,177.50
The expenditure from this fund, as voted by the Board, and thus far made, being cost of furnishing the Superintendent's office and rent of same, has been	394.23
Leaving a balance to the credit of this account,	$783.27

Respectfully submitted.

I. W. BENJAMIN, Chairman.

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HIGH SCHOOL.

I might preface this report upon the High School with favorable mention of its general condition, and with encomiums on the teachers for their faithful service and the good they have accomplished. But I forbear, contenting myself with this intimation of what might justly be said. I will pen no common-places of praise: For my thoughts in this connection are more expressly occupied by those points wherein the organization of the school appears defective, rather than by those which are the channels of smooth and effective work. I refer particularly to radical changes which have been under consideration by the Board during the last two years, and have not secured its favor. Among these are the propositions to engraft a two years' course on the present curriculum, and to prescribe two daily sessions.

I have not been driven from my heart-felt interest in these two propositions by the repulse which they have received. Appreciating as keenly as ever the advantages which I think I see clearly would result from their adoption, I recur to the subject to express the hope that should they again be submitted to the consideration of the Board, their application would be rewarded with propitious results. I do not intend to tax your patience with any of the arguments by which in my opinion these propositions can be unanswerably sustained. Having been repeatedly urged, they exist in print and on the files of the department, ready to our hand when they may be demanded by auspicious occasion.

I shall touch only on one or two incidental matters which possibly had weight in determining the adverse action of the Board, and which I hold to be unworthy of regard. The first is the well known cry of timid con-

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servatism, "Try no uncertain experiment; let well enough alone." I regard such a basis of action in reference to a cause so momentous as that of popular education with contempt. Nothing is well enough for a moment, in such a connection, that can manifestly be made better. And as for experiments, let timorous persons be averse to them, I am not. If experiment has a fair support of substantial promise, it has a moral right to be tried.

I do not forget—I think none of us ought to forget—that it is in part through the trial of such experiments, that the schools of our city have secured their noble reputation for superior efficiency; through such that we have been enabled to distinguish comparatively poor methods from their betters, so as to reject the one and hold thankfully to the other. A second incidental influence, of no weight with me, is the reply to the question: "Have any other high schools tried the proposed experiment, and if so with what result?" Thus when the Board was considering a two years' course, it requested the Secretary to apply to all the leading high schools in the State, to ascertain their experience in the premises. Now, the action or non-action of other school boards respecting any project under our consideration influences me very slightly, if at all.

The circumstances which essentially modify the work of the schools in various localities so differ in themselves, that what may result in failure in one place may prove of inestimable advantage in another. We had best depend wholly upon ourselves, and base our judgments on our own discrimination. In most cases the New Bedford school committee has not depended on advices from abroad. It has governed itself in each case by abstract principles of right and expediency, with exclusive reference to our own apparent advantages. Several of the most radical and distinguishing features of our justly prized school system,

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features too which are essentially dear to us, were adopted in spite of warnings from abroad that such radical departures from the well established and popular tracks must result in failure. But they have, on the contrary, resulted in the highest good. Better, I believe, to take counsel from our own circumstances and needs, and act accordingly. What though all experiment fail? We have only to abandon it and reinstate the displaced methods.

An incident of the year connected with the discipline of the schools, and relative to the terms of promotion in the regular order of progress from a lower class to a higher one, has led me to some serious reflection on the rights of pupils and their parents in regard to the regulations to which pupils may be subjected in public schools. I speak from a moral, not a legal point of view; and as the expression of my matured convictions on the subject, I ask by what moral right are arbitrary percentages prescribed by school committees as conditions of the advance of pupils from grade to grade? I do not care what the minimum per cent. established for such advancement may be, whether high or low. I am considering the question on the broad ground of abstract right; and I do not hesitate to pronounce the whole machinery of examinations, per cents., and admissions or exclusions based thereon, to be gross and inexcusable injustice and wrong. I am perfectly aware that in assuming this position I antagonize the principles and practice of most high schools. I know how common this machinery is—how often it constitutes apparently the very life and soul of high school organizations. Moreover, I have studied the arguments on which the custom is based, and which seem to have determining weight with the great majority of school authorities, and they appear to me to be only unwarrantable assumptions. For in the first

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place, the schools are not responsible for the amount of knowledge which their pupils may acquire. It is not their province to force results, but only to furnish adequate opportunities. The responsibility for the use which may be made of those opportunities is upon the pupils themselves and their parents. When I use the word "opportunities" in this connection, I mean a great deal. I mean teachers thoroughly qualified in all respects to instruct according to the highest accepted standards of instruction. I mean strong and well furnished abilities on their part, and, what is of equal importance, that enthusiastic interest in the work of the school room, and the pupils engaged in it, and that magnetic power of persuasive influence, which tend strongly to induce a relish for study and an earnest endeavor to compass its rewards. I mean in addition, the provision of all needful assistances to the instruction in the way of books, apparatus, objects, etc. And if, uninfluenced by such alluring and impelling forces, there are any foolish laggards among the pupils, the worst is their own. The school is not accountable. It is not for the teachers to discipline and harry them for dereliction, nor to abstract from the diligent the time and attention which they have the right to claim. Neither is it for the school authorities to head the laggards off from advancement with the barrier of a per cent. which they have failed to attain.

Pupils are not created for the school, but the school, on the contrary, is for them. Youth is not perennial, be it understood. Maturity supervenes after a certain number of years; and it is of serious importance to most parents that their children should not be cheated out of the practical uses of that maturity at the beginning of life's work, by unjust detentions at school. This reasoning would be worthless, I am aware, if this machine business of measuring advancements by per cents. were profitable; if it

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operated as a curative medium for indifference and neglect. It does nothing of the kind, save in exceptional instances. On the contrary, the harm which it usually accomplishes is the very point which arouses my strongest feeling, and gives special sharpness to my argument. In several ways it works injury. In the first place it sours the temper of those whom it disgraces, so that part cease their connection with the school; while those who continue are likely to do so with an abiding sense of degradation, which may inflict permanent harm upon character. Again—and it is a point almost always lost sight of in the discussion of the question—those who remain are likely to be confirmed in the careless habits of study which occasioned their degradation. For, having already conned after a fashion the tasks which they are now to undertake for a second time, they naturally rely in good part on the familiarity acquired, and work in a superficial, unscholarly way.

But is anything gained, it may be asked, by giving place in advance to these drones, in spite of their negligence? Yes; I reply, with an emphasis which critical observation of the facts amply justifies. It is rarely the case that a negligent pupil when suffered to progress with his classmates perseveres in his negligence throughout his school career. Somewhere in the course of it, stimulated by conscience, by awakened ambition, or by expostulation of friends, he alters his course, applies himself to study, and redeems the past. And what if this be not the case—if he never approve himself as a diligent student? He will surely be gaining something at all stages of his career—some discipline of mind and character—some points of information which will be of value to him in after life. By all means let him have the chance.

A few words in reference to the important question:

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How wide a margin should be given to the pupils in the High school to elect the studies which they will pursue? When the present curriculum was under discussion, this question was carefully considered; it was finally determined to make the studies of the first two years imperative, leaving a freedom of choice between Latin and history, the subjects assigned being those essential to a sound, practical education.

During the last two years, with the exception of language, which was made imperative for all the pupils throughout the course, and Latin, which was enforced upon those who had selected it in the beginning, there is almost unrestricted freedom of choice among the various subjects included in the curriculum. It proves to be a dangerous freedom. The choice of many pupils being dictated by fancy or caprice, they often select studies for which they have no real taste or aptitude, and soon tiring of them, long to throw them aside. To a corresponding extent they avoid those which would be of solid advantage; hence, in after years they are often mortified at their ignorance of matters with which a good education should have made them acquainted. School instruction should not prove desultory, and therefore comparatively valueless, through this frittering away of time upon an incongruous jumble of studies, but should be thoroughly systematic and disciplinary; one part carefully adjusted to every other, making a consistent whole, adapted to furnish the intellect and mould the character, in preparation for the responsible duties of life. I therefore suggest whether it would not be wise, still more fully to restrict the election of studies, since the pupils fail so largely to do justice to themselves.

The school is larger in numbers than ever before. We see reason to attribute this sudden increase to the operation

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of the new free text book law, which has relieved parents of small means (who would not take advantage of the previous pauper text book law), from the cost of maintaining their children in the school. High school books are comparatively expensive, and make quite a severe draft on a narrow income. In this respect, the new law has accomplished appreciable good.

At the close of the last school year, Miss Susan B. Cornish, for many years a valued and faithful assistant, resigned her position to accept one in another state. She carried with her our best wishes for her happiness and success in her new relations.

Respectfully submitted.

GEORGE H. DUNBAR, Chairman.

REPORT ON THE GRAMMAR SCHOOLS.

The first topic of remark in an annual school report is expected to be the condition of the schools concerned, in reference to their instruction and discipline; and I am able to report favorably of our grammar schools at this time in these respects.

The most interesting incident of the year, — to the committee certainly, if not to the schools themselves, — has been the initiation of a plan perfected in the Board during the previous year, to give diplomas to the graduates of these schools, in like manner as they are given to the graduates of the High school. Under authority conferred by the Board, the sub-committee on the grammar schools adopted a design for the diplomas which is a specimen of consummate art in both its conception and execution. For they desired to have it an object of admiration to the pupils,

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and to be held worthy of a place in their homes as a treasured memorial; and therefore to be emulously sought after.

The diplomas were conferred on the graduating classes of the present year, with appropriate exercises, at the close of the school year in June. The basis of successful candidacy was very broad. The requisites for obtaining a diploma were that the pupil should have devoted himself faithfully to his studies and have sustained a good moral character.

The occasion was made as impressive as possible, and, no doubt, positive good would be accomplished by continuing the same liberal standard of fitness. But it has seemed wise to the sub-committee to adopt a standard which should make a demand for a certain degree of positive scholarship, and thus tend to excite ambition and stimulate energy in those who might otherwise be listless and indifferent. They were unwilling that it should be thought by the pupils that the diplomas were to fall into their laps without effort on their part, as ripe fruit drops from an autumn tree. They reasoned that the honor must cost something in order to be considered worth something. At the same time it was determined to put the required per cent. to secure a diploma at so low a point, as not to discourage those who, through force of circumstances or inferior capacity, cannot expect to distinguish themselves by their attainments, even with faithful exertion. It has been decided, therefore, to establish 73 per cent., (the average of three written examinations in all the studies, upon questions dictated by the committee and marked by them)—as the requisite standard of scholarship for this end. This basis will place each school upon the same footing, in reference to the character and success of its instructions, while it is expected to improve

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the average of attainment; and that without the least injustice. No pupil is debarred from completing the course of study, whatever may be his standing in scholarship, but the diploma is to be the reward only of faithful and persistent effort.

Another subject of interest is the introduction of the study of physiology, with special reference to the evil effects of alcohol on the human system. It was the earnest request of the W. C. T. Union, at whose instance the Board has given attention to the subject, that it might be assigned a place among the regular studies of the curriculum, to be pursued by means of text books and formal recitations. But, although the members of the Board have been in hearty sympathy with the philanthropic and patriotic motives of these ladies, and have been deeply impressed by their arguments, it has not seemed judicious to adopt the method which they have urged. It has been our duty to take into serious consideration the fact, that the general subject of physiology was once the regular study in our grammar schools and was abandoned because few teachers have so thoroughly mastered its scientific peculiarities as to be able to teach it to advantage; a loose, superficial study of its facts producing more harm than good. It has been our duty, also, to give due heed to the remonstrances of philanthropists, quite as ardent in the great cause of humanity as the ladies, who protest against the present crusade in favor of a text book study of the subject in elementary schools, as being fraught with appreciable danger. Even so well known and ardent a friend of the young as Thomas W. Higginson, has lately published a thoughtful letter expressly intended to counteract the influence of those who are actively favoring its introduction to the schools. I say nothing of the minor, yet very difficult

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point, that the schools have already as much text book work as they can fairly undertake.

Compelled to decide between these conflicting opinions and circumstances, the Board has decided to introduce an approved manual of physiology with special reference to the effects of alcohol on the human system, as a supplementary reading book, the use of it to be restricted to the fifth and sixth grades; and that, in connection with such use, an oral exercise shall be had at least once a week with those grades, conducted by the principals. So guarded, I believe that an incalculable amount of good will reward the efforts of the principals, if they are faithful to their opportunity. The pupils of the fifth and sixth grades are old enough to be impressed and benefitted, if the subject is approached in the right spirit and with the necessary preparation. There must be, first, the stimulus to an earnest purpose, which is derived from a profound sense of the danger to which the children are exposed in this connection; then, a more than flippant intimacy with the facts of physiology which are involved; and, again a store of interesting and pointed illustrations to carry the instruction home to the reason, the hearts and the moral sense of the pupils. I lately attended an exercise of the kind in one of our grammar schools, which satisfied me completely; and led me to ascribe as much hopeful promise to this new field of instruction as the fruit of my personal observation, as I had before ascribed to it through the influence of abstract reasoning.

The Middle Street and Fifth Street schools have been over-crowded the latter portion of the year. They have had to surrender their halls to the demand for an increase of accommodations. But relief is cradled in the certain

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future. The completion of the new school house will bring it.

Respectfully submitted.

FRED. A. WASHBURN, Chairman.

PRIMARY SCHOOLS.

Respecting this department of our schools, there is but little to be said, aside from the fact that everything connected therewith appears to be as usual — harmonious and prosperous — notwithstanding the number of teachers and pupils is much in excess of previous years. I am aware that it is growing monotonous to put forth, year after year, the same complimentary generalities, and assert that our primary school system is winning golden opinions at home and abroad; and if this were a subject of ordinary interest, I would not pretend to make a report, on the ground that I had nothing important to say. But when I think what momentous consequences are wrapped up in the work which is carried on in our primary schools; which are no less than the planting of the seeds of intelligence and character in the minds and hearts of thousands of our little children, to bear fruit hereafter in performance of the duties of life, I feel that we have no right to call *that* monotonous which has to do with such a subject.

And to be able to report that this work is in good hands and is well performed, should be the more fully enjoyed the oftener it can be said.

I do not mean to be understood that the various details of our primary school work are all in perfect running order; but that none are so out of order as to greatly mar the general good effect. Some few things might be better than they are. For instance, our method of employing

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inexperienced teachers in our schools is defective and sometimes injurious. We require of them no preparatory service, but leave them to acquire knowledge how to discipline a class and how to teach it, out of actual duty in the school room, and at the expense of their little pupils. I am inclined to second the suggestion made by the Superintendent in his last report, that a rule be passed that no inexperienced person shall be employed as teacher who shall not have had at least three months' previous service in our schools without pay, as assistants to accomplished experts among our school corps, so that a measure of knowledge and experience of the best kind may be acquired before she shall be entrusted with the entire responsibility of a teacher's position. The sub-committee have taken steps in this direction the past year by passing a resolve that preference shall be given to those applicants for position in the primary schools who have given some time to the assisting of regular teachers in the schools.

I commend the suggestion of the Superintendent to the incoming Board.

Another difficulty, and one which has nearly become chronic, with which the schools have had to contend, and which in a measure retards their success, has been the lack of sufficient accommodation in some portions of the city. In these cases the same expedients have been resorted to as heretofore. A class in the Cedar Grove Street school was stationed in the corridors until a room was surrendered for its use by the Mill school. The thirteenth grade in the Grove school has had its 80, and more, pupils, with only one room for its service, while the Acushnet Avenue school has utilized a part of the upper and of the lower corridor for school rooms, and one class has been accommodated in the basement.

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By withdrawing the grammar class which occupied one of the rooms of the Fourth Street school house, the primary school, to which the house belongs, has been well accommodated.

These inconveniences will be remedied, however, upon completion of the new school house, which it is hoped will be ready for occupancy at the beginning of the school year, in September next. Till then we are willing to exercise patience; for those can afford to be patient whose troubles are promised a happy termination.

I desire to improve this opportunity to express my views as to the advancement of pupils from one grade to another, and from the primary to the grammar schools. It would seem that the time is fast approaching, and, in my opinion, has already come, when those pupils who have attended their full year in any one grade are entitled to an advancement to the next higher grade. I am well aware of the objections to this "wholesale advancement," as some will term it, which many of our teachers will and do make. That they are honest in their objections we will not deny, but there are quite as serious objections to the keeping back of pupils, who may not, in the estimation of the teacher, be prepared to advance. The difference between the succeeding grades in our primary schools is not as great as may at first appear, and in a majority of cases more harm accrues, both to the school and the pupil, in degrading a scholar than in advancing him.

And again, the parents of very many of our pupils cannot afford to have them lose a year, and perhaps more, in this way. I do not approve of driving or crowding the children. Far from it; and neither is it required that they be driven. If, now and then, a pupil *is* advanced who may not be fully prepared, no great harm can come from

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such advancement. On the contrary, much good may result to the pupil.

So far as the primary schools are concerned, I would have *no* scholar kept back, but would have *all* go forward who have been regular in their attendance during the school year.

Respectfully submitted.

I. W. BENJAMIN, Chairman.

THE COUNTRY SCHOOLS.

No circumstances have occurred in connection with the country schools that require extended notice, and my report will accordingly be brief. All the schools, with one exception, have had the services of the same teachers as during the previous year, and they have performed their duties with the same uniform success which has made it a pleasure to refer to them in previous reports.

At the annual election, Miss Codding, who has been the faithful and efficient principal of the Cannonville school for many years, was transferred by the Board to the Parker Street school. Miss Annie Hart, then teaching in the town of Middleborough, was elected to succeed her, and Mrs. Babcock, the assistant, was appointed to serve as principal until Miss Hart should be able to assume the duties of the position. Miss Jennie S. King was placed as temporary assistant during the same interval.

It became necessary for Miss Hart finally to withdraw her acceptance of the post, and Mrs. Babcock having at the same time resigned her connection with the school, Miss King was unanimously elected by the committee on country schools to serve as principal for the remainder of the term, and Miss M. L. Petty as assistant, these

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appointments to be subject to the approval of the Board.

Comparisons are sometimes drawn between the Acushnet school and the Cannonville school, to the disadvantage of the former, in reference to the cost of instruction, as though the two schools were of similar character, and favoritism were displayed in providing for the former at a more costly rate than for the latter. It is true that the Acushnet school is comparatively a costly school. So it ought to be, if justice be done to it. It is in all respects a grammar school, as well as a primary school. It has, every year, regular classes all the way up to those who are expecting to enter the High school. It demands exceptionally competent instructors and the most thorough care. The present force of three teachers is none too great to meet its tasking requirements, and their salaries are none too large. If $1700 is thought none too great a sum for the principal of a grammar school in the city to receive, shall $700 be thought too great for the principal of this school, who, so far as scholarship is involved, must be possessor of equal attainments? Up to within a few years past, the school was under the charge of a male teacher at a comparatively high salary. It was placed under a female teacher only when one was found who was equal to the task.

The Cannonville school is virtually only a primary school in both departments. For as soon as the pupils reach a point corresponding to the eighth grade in the grammar schools, they are transferred, for reasons dictated by their own best welfare, to the Middle Street school in the city. Of the 80 pupils of the Acushnet school, the average number belonging, more than half are members of the upper department. Of the 65 pupils of the Cannonville school, the average number belonging, only 23 belong to the upper department.

I have not said these things to disparage the Cannonville

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school, but only to direct the attention of the Board and the public to the merits and claims of the Acushnet school, which should not be underrated. It should rank as one of our grammar schools.

I cannot close without adverting to the loss which this Board and the community sustained in the death of our late member, Capt. Joseph H. Cornell. I have been associated with him in the committee on country schools for many years; and always found him the same uniformly upright and courteous gentleman, interested in the schools and anxious for their welfare. He was one of the exceptional citizens who believe that the public purse is as sacred as one's private purse; and that the pecuniary affairs of the city are to be managed with the same scrupulous economy with which a wise man conducts his private affairs. The example of such a man is of priceless worth.

Respectfully submitted.

H. A. KEMPTON, Chairman.

THE MILL SCHOOLS.

When, as chairman of the committee on the mill schools, I state that the corps of regular teachers during the closing year has been the same as during several previous years, I have said enough to give assurance of faithful and effective service. They have not abated the conscientious interest in their work which has repeatedly received our heartfelt commendation heretofore. We can institute no ordinary tests of efficiency, because of the exceptional character of the schools; but we know, through careful observation, the truth of these favorable estimates.

In consequence of the operation of the recent statute by which no child is allowed to work in the mills under *twelve*

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years of age, whereas *ten* years was formerly the limit of admission, the mill schools have fallen off in numbers; for the children between ten and twelve years of age, once pupils in these schools when not at work, are now pupils, during that period, in the regular schools. Suggestions have been made, therefore, that it is inexpedient to maintain the mill schools any longer; that they had best be discontinued, and their pupils distributed among the regular schools.

I earnestly trust that such suggestions will secure no serious attention. I cannot believe that the Board will be so unfaithful to its reputation for wise and humane conceptions of duty, as to heed what would prove decidedly injurious to the mill pupils themselves, as well as to those in the regular schools. It would be reasonable to urge such advice, if the number of pupils in the mill schools had fallen off to such an extent as no longer to justify a separate organization on the one hand, and to occasion no appreciable disturbance in the regular schools, on the other. It is far otherwise. Taken together, there is still an average attendance of 70 pupils in the mill schools. There are enough, if distributed in the regular schools of those parts of the city where they live, to be a serious drawback to their progress. The classes would lose their uniformity of grading, the school work would be hampered and obstructed, and the standard of attainment greatly reduced. And the change would be equally injurious to the mill pupils. They would have to be classed with those who are expecting to spend a series of years in a progressive course of study; and they would therefore be compelled to go slowly over steps of progress which would be of comparatively little value to them. Now, on joining the mill schools, after their season of work is over, they are carried forward in study from just the point where their education

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is most defective, and are confined to subjects which will be most to their advantage. Besides, there are so many children who work in the mills whose early education was greatly neglected, that large boys and girls would have to be classed in the regular schools with the little children, and the effect on morals and discipline can be better imagined than expressed. I am satisfied that one of the most judicious and useful of our various school organizations is our mill schools.

But I am inclined to advocate the restoration of the North Mill school to its former premises, in consequence of its altered circumstances, and thus to unite the two schools again in one. The strong argument in favor of placing the school near to the homes of the pupils, that the tender age of many of them rendered so long a walk as they had to take injurious to their health, is made inoperative by the new restriction in respect to the age at which children can be employed in the mills. There are few or none of the present pupils who are not abundantly capable of attending school in the heart of the city. If the High school pupils, many of whom are as youthful as many of the mill school pupils, can attend a central school without injury, why cannot the latter do the same? Besides, the ever growing primary school now located, together with the mill school, in the Cedar Grove Street school house, is steadily straightening the mill school for room. The reduced numbers of the mill school have justified some concessions; and in the early part of the last term the Board authorized the surrender to the primary school of one of the rooms previously occupied by the mill school. As a substitute, one of the branch halls was enclosed, and steam fixtures placed in it, so that it might serve as a recitation room. The accommodations are sufficient for the present; but should the school increase considerably

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in numbers, which is likely before long to be the case, it will be injuriously cramped for room. The primary school in the building is very sure to increase largely, and is likely to need all the room. This is a contingency to be seriously considered; and it is mainly on this account that I advocate a restoration to its former location.

Finally, I repeat the expression of my confident opinion that it would be of great advantage to make the school terms of the mill schools identical with the school terms of the regular schools, having vacations of the same length at the same times, and to give the teachers regular annual salaries like other teachers, instead of paying them by the week. It would relieve the management of the schools of various inconveniences and it would diminish the expense; and I do not believe it would entail any disadvantages. I urge a reconsideration of this question by the Board.

Respectfully submitted.

I. S. CORNISH,
Chairman of Sub-Committee.

REPORT ON THE TRUANT SCHOOL.

The school of late has had a membership considerably beyond the capacity of its premises to provide for the occupants properly. There has been an average membership for several months of from 22 to 23, while the dormitory, at the extent, if moral and sanitary influences are taken into the account, as they certainly should be, ought to be considered full with from 16 to 18 boys.

This full complement does not include all the reckless boys, fast going to the bad, who ought to be under wholesome restraint, to save them from injury to others as well as

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to themselves. Our indefatigable truant officer is always wide awake for the waifs and estrays, and has several candidates for transfer to this institution on his list. But I call attention to the fact that boys who are only truants, — the very class for which the State demands the creation of such an institution, — are not foremost on his list. The characters of the majority of the inmates are almost uniformly such, that he hesitates to procure a warrant for any boy whose moral character has not been impeached for misconduct more criminal than truancy. He dreads the influence of such companions upon a comparatively innocent mind. In this, I have been happy to sustain him. And this serious fact is suggestive of the great need of far larger premises, so that there may be a more perfect organization and a completer classification of the boys. It is a sad thing that we dare not carry out the special purpose of the school through the dread of inflicting moral injury.

I will not enlarge on the deplorable fact that the boys of the school have nothing provided with which to occupy their time or any portion of it, when out of the school room; and are trained to no habits of industry. So much has been said on this topic that I should only be traversing a well beaten track. But the wrong of such a state of things is as flagrant as ever.

We are at this time face to face with a condition of things in the school of a peculiar and serious character. The teacher, Miss Macy, who has taught the school so faithfully and acceptably for many years, her services being more and more valuable every year of her service, has resigned; and who is to fill her place? To elect any person having no special aptitudes for its singular requirements, no superior personal magnetism to intimidate the reckless, no physical superiority with which to overmaster

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the fractious, would be utterly suicidal, for either the success of the teacher or the welfare of the school. Miss Macy contends that it is only an intelligent, well educated and otherwise competent *man*, who should be installed in the position, it being made his duty to have charge of the boys when out of school as well as when in school; and all the members of this Board who know anything definite about the school will heartily agree with her. But this Board is powerless to act in the premises. Our power extends to the election of a teacher, the establishment of the teacher's salary and the supervision of the work of the school room—no further. The proposed appointment of a man contemplates placing the whole establishment under his immediate charge, and that would interfere directly with the prerogatives of the mayor and aldermen. Meantime the boys have no teacher—no school. And they are in the sole charge of a man, who is of excellent character and has the best intentions, but is too old and feeble to be entrusted with so great a responsibility. In this emergency it is plain to be seen that there must be an early conference of the mayor and aldermen with the school committee, to determine the status of the school in the immediate future; and I trust the Board will take action accordingly.

Few of the boys like study. It is hard to get any application out of them; and I suggest whether it would not be well to offer a few prizes from the income of the Howland Fund to stimulate them to accomplish something with their books.

Finally, the only true course, in view of all the conspiring circumstances, is to join the other cities of the county, which are ripe for the movement, in an application to the county commissioners to establish a county school. The cost would be less, the boys would be far better off, and the

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city authorities would be relieved of a pressing moral responsibility.

Respectfully submitted.

EDWIN DEWS, Chairman.

DRAWING.

It seems to us that we can give to the public no stronger assurance of the favorable condition of our schools in this department than the simple statement that the same efficient and interested teachers, who for years have trained the eye and hand of the children in the primary schools, still guide with unflagging zeal the little fingers which in time execute so wonderfully angles and polygons, squares and circles.

Because of our increase in population, and the wise legislation which holds children in school for a longer period than in past years, thereby multiplying the number of classes of each grade, it has become impossible for the master to give personal attention each week to all the classes. Hence instruction in drawing, in the eighth and ninth grades of our schools, now devolves entirely upon the regular teachers of those grades, subject to the occasional supervision and direction of Mr. Cumming. While from our knowledge of the teachers to whom this additional responsibility comes, and our confidence in the power of the master to direct skilfully so many assistants, we are sure the work will be well done; still we regret the necessity of burdening the teachers with increased cares. We trust, therefore, before long, some remedy can be devised which will place all mechanical instruction in the hands of specialists, who alone shall be held accountable.

Of the upper classes in the grammar schools, and the

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entire High school, it is sufficient to say they have been wholly under the care of Mr. Cumming, and none other than the best results could have been obtained.

Through the magnanimity of the school Board, the room occupied by the pupils of the High school during the drawing hour has been open to the evening class. A Thompson & Houston electric light of two thousand candle power thoroughly illumines every part of the room, which, with its freedom from vitiating the air, supplies everything which could be desired. The attendance up to the present time, consequent upon the increased conveniences, has gained over one hundred per cent. The pupils consist largely of persons gaining their living by the mechanic arts, and we trust that the advantages obtained by them will far outweigh the outlay.

It is to be regretted that no provision has been made for the instruction of the country schools in drawing, and we hope something can be done for them in the near future.

In behalf of the Drawing Committee.

B. B. WINSLOW, Chairman.

REPORT OF THE COMMITTEE ON MUSIC.

When I submitted my last Report as chairman of the committee on music, Mr. F. L. Diman, our music teacher, had been elected only a few months previous and had been in active service only a single term. He was therefore on trial, as was also the novel system by which he was to teach. That term had displayed such knowledge of his subject and aptitude to teach on Mr. Diman's part, as to inspire confidence enough to enable me to speak trustfully of the probable success of the trial, and a full year's subsequent experience has developed that proba-

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bility into a gratifying certainty. I am able to express the entire satisfaction of the committee on music with the instruction in the science which our youth are receiving. Mr. Diman has displayed remarkable qualifications as a teacher, while his thorough knowledge of his subject, his constant enthusiasm and his devoted faithfulness, have secured the interest of teachers and pupils alike, and produced a degree of success that would otherwise have been impossible.

As for the new system of teaching, I speak the sentiments of all who have witnessed an exhibition of its methods and effects, when I pronounce it to be wonderful in the quickness and clearness with which it opens out the secrets of the science to the minds of even the youngest pupils, and advances them in the knowledge and practice of its principles. One or two exhibitions of methods and results, which have been held by direction of the committee on music, have elicited the most enthusiastic approbation.

I renew the expression of the gratitude of the committee on music with which I closed last year's Report, for the kind interest exhibited by the committee on the Howland Fund and the Board, in giving this new departure a favorable set off by providing an ample supply of the necessary music books. As the pupils progress it may be requisite to make still another call in the same direction; which, in view of the excellent use to which these supplies have been put, will, I doubt not, be promptly and fully honored.

Respectfully submitted.

WM. H. MATHEWS,,
Chairman of Committee.

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SEWING.

This branch of instruction, which was voted into our schools by the committee of 1884, by a simple majority, with the understanding that it was an experiment, has concluded the year with such successful results, that even those who had grave doubts of its utility have come to look upon it with toleration, if not with favor.

During the year 1193 girls have been taught to use the needle with greater or less skill, according to their several abilities. They have made 2491 articles of household use or wearing apparel, besides accomplishing a great amount of darning and general repairing. All the above work has been completed in the hour allotted to sewing, it having been our purpose, so far as practicable, to allow no work to be taken home till finished.

In regard to the character of finished work, we have only to ask those of the public who had the pleasure of attending the exhibition held for two days in City Hall in the month of June, to call to mind the long, well-filled tables, and the beautiful sight presented by the happy faces of the girls, as they with commendable pride displayed their handiwork to an appreciating company of spectators.

In accordance with the recommendation of last year, two more grades have been added to the number to be instructed, and an additional teacher has been employed.

Miss C. H. Richmond was chosen for the place, and the zeal she has displayed since she entered upon her duties proves the wisdom of the committee who placed her in charge.

While we are preparing our Report, the sad tidings of the death of Miss McAfee are borne to us, which casts a gloom over all who were in any way connected with her.

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Her composure in trying moments, her genial spirits and affability endeared her to all whom she met in her round of duties.

We are confident that it is to her tact, skill, and wonderfully executive powers that the success in sewing is due.

We close our Report with the sad consciousness that however great her loss may be to her personal friends, it falls with equal heaviness upon the schools. It will be difficult to fill her place, and we trust the public will show that forbearance towards her successors which we all need in a similar situation.

Respectfully submitted.

B. B. WINSLOW, Chairman.

SYLVIA ANN HOWLAND INCOME FUND.

The balance on hand January 1, 1884, was	$1,827.73
Interest for the year 1884,	3,000.00
Making a total credit for 1884 of	$4,827.73
The expenditures for the year just closed amount to	3,746.23
Leaving a total on hand, January, 1885, of	$1,081.50

The list of books furnished to the several schools for supplementary reading and for reference, with the aggregate cost of the same, is as follows:

	No. Copies.	Cost.
High school,	158	$204.09
Middle Street grammar school,	267	182.68
Parker Street grammar school,	274	238.19
Fifth Street grammar school,	256	142.00
Dartmouth Street primary,	31	14.30
Cedar Grove Street primary,	320	92.32
Acushnet Avenue primary,	151	33.85

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Fourth Street primary,	140	45.26
William Street primary,	52	14.49
Kempton Street primary,	165	45.84
Merrimac Street primary,	165	49.23
Cedar Street primary,	92	39.09
Linden Street primary,	30	8.40
Maxfield Street primary,	115	32.17
Mill school,	154	68.94
Clark's Point school,	33	18.10
Acushnet school,	44	27.00
Rockdale school,	74	23.40
Cannonville school,	27	25.00
Total,	2548.	$1304.35

For a more detailed statement of the outlay by the School Committee from the Income of the Fund I would refer you to the Annual Report of the Superintendent of Schools.

The objects to which the Income of the Fund has been applied are much the same as heretofore, the exceptional item being the solar cameras purchased for each of the grammar schools, which I am informed have proved to be valuable aids of instruction.

A recent act of the legislature, making it imperative for cities and towns to furnish, free of cost, not only text books, but all other necessary supplies for the mental training of the pupils of our public schools, will relieve the committee from making the usual yearly appropriation for the purchase of paper of various kinds, so that the amount usually expended in this direction can be applied to other objects.

The disbursements for the year have been liberal, and yet the balance remaining on hand, as compared with the income, is of no small magnitude.

In view of this fact, would it not be well to seek for additional channels or objects to which the income could be legally and profitably applied?

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It is not my desire, neither is it my province to dictate to the committee what shall or shall not be taught in our public schools; but I am convinced that there are legitimate aims other than those now held in view, for which to expend the income of the fund. A deviation from the old beaten track, aiding the introduction of an industrial study in some one of our schools would prove, I believe, a salutary change. The necessary equipment or plant for the introduction of this study could be defrayed out of the Income and not interfere with the usual disbursements for supplementary reading, etc. You may ask, where shall the trial be made? Well, would not the Truant school be the proper quarter? The trial would cost less than elsewhere, for, for a few hundred dollars in addition to the salary paid the present teacher, a person could be procured competent to teach the elementary studies required, and also give instruction in the use of tools.

When we consider the cause which necessitates the existence of such a school, it is apparent, I think, that all the helps at our command should be used in the endeavor to develop those faculties of the pupils which would tend to improve their habits, create a love of useful employment, and thus ennoble their lives, making them worthy and useful citizens.

I make no recommendations, but simply give utterance to these thoughts for your consideration.

Respectfully submitted.

J. HOWLAND, JR., Chairman.

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IN SCHOOL COMMITTEE,

January 2, 1885.

On motion of Mr. Washburn, Voted unanimously:

That the members of this Board heartily appreciate the lively concern for the welfare of the public schools which His Honor, Mr. Wilson, has uniformly exhibited during his intimate relations with this Board as its Chairman, the active interest he has taken in its deliberations when present, and the courteous manner in which he has presided; and we tender him our thanks and good wishes.

On motion of Mr. Bonney, Voted unanimously:

That the thanks of the Board are tendered to the Secretary for the satisfactory manner in which he has fulfilled his duties.

GRADUATING CLASS OF THE HIGH SCHOOL.

Walter Scott Besse.
John Cotton Gibbs Bonney.
Weston Jenney Borden.
Frederick Slocum Brightman.
Frederic William Card.
Clifton Hovey Cornish.
Charles Loum Faunce.
George Nelson Gardiner.
Henry Hennis Kirwin.
Andrew Mackie.
Edwin Davis Manter.
William Lincoln Palmer.
Walter Holden Browning Remington.
Frederick Lincoln Sayer.
John Hartley Smith.
Henry Packard Wilson.
Sadie Gifford Benjamin.
Sarah Louisa Blair.
Hattie Louise Brock.
Rose Marshall Bush.
Chella Fales Carpenter.
Maria Burnett Clark.
Kate Eliza Cook.
Annie Doull.
Mabel Elizabeth Dwight.
Lottie May Gammons.
Mary Russell Gilman.
Caroline Meader Hardy.
Mary French Hitch.
Miranda Bruce Kern.
Mary Sinclair Macreading.
Lillie Calhoun McAfee.
Lizzie Emma Omey,
Elizabeth Stanford Rugg.
Sarah Nichols Ruggles.
Lizzie Perry Silvester.
Katherine Sawin Swift.
Alice Agnes Taylor.
Fanny Ashley Terry.
Mabel Washburn.
Bell Brayton Wheeler.
Emily Frances Wood.

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In School Committee, January 3d, 1885, on motion of Mr. Pitman, voted unanimously,

That we desire to express to Mr. Tompkins, whose parliamentary knowledge and superior tact as a presiding officer we have been happy to avail ourselves of when his Honor the Chairman has been absent, our sense of the admirable manner in which he has performed this important service. We thank him for the benefit we have derived in our school affairs from his unfailing interest and good judgment, and we especially thank him in that, being the official link between the School Board and the Common Council, he has used his position to promote good feeling between the two bodies, and has secured favorable consideration for the monetary applications which the School Committee has made to the Council, through his interested and judicious advocacy. We regret that he now ceases his connection with us, and assure him of our ceaseless esteem.

Mr. Tompkins replied, expressing his thanks for the compliment, his heartfelt interest in the schools and his satisfaction that he may have been the means in part at least of breaking down the antagonism which had formerly existed between the School Board and the City Council. He had greatly enjoyed his connection with the Board.

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DETAILED STATEMENT

OF THE OUTLAY BY THE SCHOOL COMMITTEE FROM THE HOWLAND INCOME FUND, FROM JANUARY 1, 1884, TO JANUARY 1, 1885.

BOOKS.

Dews, Lawton and Hutchinson,	$237.88	
Cowperthwait & Co.,	186.95	
S. Hutchinson,	114.33	
Thompson, Brown & Co.,	108.25	
T. W. Gilson,	98.15	
Boston School Supply Co.,	87.99	
Chas. H. Whiting,	70.84	
James M. Lawton, Jr.,	70.25	
Edwin Dews,	69.23	
Ivison, Blakeman, Taylor & Co.,	68.01	
Thos. Nelson & Sons,	52.80	
D. Appleton & Co.,	44.71	
D. Lothrop & Co.,	42.90	
Estes & Lauriat,	42.42	
Ginn, Heath & Co.,	22.50	
Van Antwerp, Bragg & Co.,	18.10	
Wm. Ware & Co.,	13.34	
H. F. Harrington,	11.47	
Warren P. Adams,	8.33	
Perry, Mason & Co.,	7.80	
Robt. S. Davis,	6.25	
Carl Schoenhof,	6.14	
Le Francais,	2.00	
		$1,390.64

STATIONERY.

Edwin Dews,	$158.50	
James M. Lawton, Jr.,	82.11	
S. Hutchinson,	73.22	
Potter, Ainsworth & Co.,	8.00	
		321.83

BINDING.

Dews, Lawton and Hutchinson,	$6.20	
Edwin Dews,	5.90	
		12.10

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SEWING.

Bliss & Nye, baskets,	$28.82	
E. B. Whiting, sewing materials,	3.85	
H. F. Harrington, cash paid janitor at exhibition,	2.00	
B. B. Winslow, needles,	2.00	
S. Hutchinson, materials for exhibit,	1.63	
Wm. A. Kirby, use of tables at exhibit,	1.50	
		39.80

MUSIC DEPARTMENT.

D. Appleton & Co., singing books,	$674.10	
George Pierce, care of musical instruments and organ,	308.00	
E. Boden, Jr., organs and stools,	225.00	
Oliver Ditson, singing books,	16.88	
F. L. Diman, unbound music,	15.93	
		1,239.91

DRAWING DEPARTMENT.

Dews, Lawton and Hutchinson, drawing materials,	$27.91	
Joseph Chase, planing drawing boards,	23.25	
J. M. Lawton, Jr., paints, etc.,	19.72	
Edwin Dews, mounting cards,	4.40	
Mrs. A. E. Bates, models,	2.35	
Bliss & Nye, wax tapers and globes,	1.63	
Miss B. B. Winslow, frames,	.75	
		80.01

PRIMARY DEPARTMENT.

Geo. S. Perry, numeral frames,	$9.00	
Theo. H. Badlam, alphabet of number,	2.55	
Dews, Lawton and Hutchinson, cardboard,	.60	
		12.15

APPARATUS.

Charles F. Adams, solar cameras,	$136.80	
Charles F. Wing, curtains and screens for camera,	59.78	
Prang Educational Co., electrical machine and pencil sharpener,	19.50	
F. H. Sargent, burnishing electrical machine,	8.15	
C. J. R. Carson, telegraph machine,	6.90	
		231.13

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MISCELLANEOUS.

C. J. R. Carson, museum expenses,	$150.00	
Hatch & Co., expressage,	46.95	
Ezra Clarke,	39.47	
E. M. Almy, cash paid for covering books,	36.14	
Geo. S. Perry, globe and maps,	32.50	
Paul A. Garey, busts of Cicero, Cæsar and Virgil,	26.00	
Pierce & Bushnell, brackets,	13.65	
Mercury Publishing Co., six copies Mercury, one year,	12.00	
Ruth S. Sherman, covering books,	11.00	
Cushman, Bros. & Co., map balances,	9.00	
J. W. Look, map frame,	8.81	
E. Dews, ruling paper,	7.25	
Dews, Lawton and Hutchinson, cardboard,	6.00	
Almy & Hitch, labor on map fixtures,	5.60	
Charles Taber & Co., pictures,	5.25	
J. M. Lawton, Jr., miscellaneous articles,	4.84	
S. Hutchinson, colored crayon,	1.70	
C. T. Bonney, Jr., expressage,	1.50	
Job Almy, canvas covering for telescope,	1.00	
		418.66
Total,		$3 746.23

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SCHOOL COMMITTEE—1884.

GEORGE WILSON, Chairman, *ex-officio*.

ISAAC B. TOMPKINS, Jr., President of Common Council, *ex-officio*.

WARD 1—Z. L. Normandin, G. B. Hathaway, S. C. Bushnell.
WARD 2—S. H. Shepherd, I. S. Cornish, H. H. Braley.
WARD 3—I. W. Benjamin, H. A. Kempton, W. H. Pitman.
WARD 4—G. H. Dunbar, W. H. Mathews, S. W. Hayes.
WARD 5—Chas. T. Bonney, J. Howland, Jr., F. A. Washburn.
WARD 6—G. W. Parker, Betsey B. Winslow, E. Dews.

STANDING COMMITTEES.

ON HIGH SCHOOL—Dunbar, Kempton, Cornish, Washburn, Mathews, Bonney, Dews.

ON GRAMMAR SCHOOLS—Washburn, Cornell, Hayes, Miss Winslow, Pitman, Hathaway, Braley.

ON PRIMARY SCHOOLS—Benjamin, Miss Winslow, Pitman, Hayes, Dunbar, Cornish, Shepherd.

ON COUNTRY SCHOOLS—Kempton, Dews, Cornell, Hathaway, Normandin, Parker.

ON FARM SCHOOL—Dews, Bonney, Braley, Parker, Washburn.

ON MILL SCHOOL—Cornish, Howland, Bonney, Cornell, Normandin, Shepherd.

ON EVENING SCHOOLS—Hayes, Howland, Pitman, Dews, Braley.

ON TEACHERS—Dunbar, Washburn, Benjamin, Kempton, Dews, Cornish, Hayes, Miss Winslow.

ON TEXT BOOKS—Pitman, Howland, Hathaway, Washburn, Mathews, Braley.

ON MUSIC—Mathews, Pitman, Shepherd.

ON DRAWING—Miss Winslow, Hayes, Hathaway, Bonney, Parker, Normandin.

ON EXPENDITURES—Benjamin, Kempton, Cornish, Mathews, Howland, Dunbar, Tompkins, Pitman.

ON HOWLAND FUND—Howland, Kempton, Benjamin, Mathews, Dews, Cornish, Washburn, Tompkins.

ON SEWING—Miss Winslow, Washburn, Benjamin, Shepherd, Normandin.

ON PAY ROLLS—Hathaway, Dunbar, Parker.

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SCHOOL COMMITTEE—1885.

MORGAN ROTCH, Chairman, *ex-officio.*

H. F. HARRINGTON, Secretary and Superintendent Public Schools.
Office, Pleasant Street, near Union.
Office Hours, 8½ to 9 A. M., 12½ to 1 P. M. Saturdays, 9½ to 10 A. M.

EDMUND WOOD, President of Common Council, *ex-officio.*

WARD 1—G. W. Hillman, L. Z. Normandin, G. B. Hathaway.
WARD 2—H. H. Braley, S. H. Shepherd, I. S. Cornish.
WARD 3—W. H. Pitman, I. W. Benjamin, H. A. Kempton.
WARD 4—J. Eldridge, Jr., G. H. Dunbar, W. H. Mathews.
WARD 5—F. A. Washburn, C. T. Bonney, J. Howland, Jr.
WARD 6—J. C. Briggs, G. W. Parker, Betsey B. Winslow.

STANDING COMMITTEES.

ON HIGH SCHOOL—Dunbar, Kempton, Cornish, Washburn, Mathews, Bonney, Benjamin.

ON GRAMMAR SCHOOLS—Washburn, Miss Winslow, Pitman, Hathaway, Braley, Dunbar, Briggs.

ON PRIMARY SCHOOLS—Benjamin, Miss Winslow, Pitman, Cornish, Shepherd, Parker, Eldridge.

ON COUNTRY SCHOOLS—Parker, Kempton, Hathaway, Normandin, Hillman, Briggs.

ON FARM SCHOOL—Braley, Parker, Bonney, Washburn, Hillman, Briggs.

ON MILL SCHOOLS—Cornish, Howland, Kempton, Normandin, Shepherd, Hillman.

ON EVENING SCHOOLS—Briggs, Howland, Pitman, Normandin, Braley, Hillman, Eldridge.

ON TEACHERS—Dunbar, Washburn, Benjamin, Braley, Cornish, Miss Winslow, Shepherd, Briggs.

ON TEXT BOOKS—Pitman, Howland, Hathaway, Washburn, Mathews, Braley, Briggs.

ON MUSIC—Shepherd, Mathews, Pitman.

ON DRAWING—Miss Winslow, Hathaway, Bonney, Parker, Normandin, Eldridge.

ON EXPENDITURES—Mathews, Benjamin, Dunbar, Cornish, Howland, Pitman, Braley, Wood.

ON HOWLAND FUND—Howland, Benjamin, Mathews, Cornish, Washburn, Bonney, Eldridge, Wood.

ON SEWING—Miss Winslow, Washburn, Benjamin, Shepherd, Normandin.

ON PAY ROLLS—Hathaway, Dunbar, Parker.

N. L. PAINE, Truant Officer, will hold office hours in the Superintendent's room from 12 to 1 o'clock on the five school days, and from 4 to 5 P. M. on Saturdays.

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Annual Report

OF THE

SUPERINTENDENT OF SCHOOLS.

FOR THE YEAR 1884.

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Superintendent's Report.

Miss Winslow and Gentlemen of the School Committee:

As you have learned from the Reports of the chairmen of the school departments, the machinery of our organiza- —all that we are willing to include under the term, machinery, —has been running smoothly during the closing year, and the better part—the operations which we should scorn to have associated with the idea of machine-work—has been correspondingly satisfactory in its nobler sphere of action. Nothing further need be said, therefore, of the general condition of our schools.

RECRUITS OF OUR TEACHING FORCE.

The weakest point in our whole system is the loose, improvident way in which vacancies occurring in our corps of teachers are filled. I discussed this important subject at length in my last year's Report, and am gratified to find that it has secured the serious attention of the chairman of the primary department, who has asked for legislation by the Board to institute a better method of procedure. I heartily trust his application will be successful; and I venture an attempt to aid his appeal with one or two additional considerations.

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Priding ourselves, as we do, on being always in the advance in the application of fresh and valuable suggestions to school work, quite confident, as we are, that our principles and methods will bear the test of comparison with those of any community to be found, it is singular that in this one particular we should be moving along haphazard, without any system at all; or, at best, one so crude as to be unworthy of the name. By universal consent the very corner stone of a good school system is the employment of none except first class teachers; and those school authorities alone are squarely abreast of this requirement, who, utterly regardless of side issues of every kind, seek for and obtain thoroughly capable and thoroughly experienced teachers wherever they may be found, and give positions to none beside. But we, when we feel a want, make public advertisement of a time when an examination will be held of candidates to be teachers, and in due season hold the examination. Anybody and everybody may compete who is supposed to have a fair, ordinary education. The questions are strictly elementary in character, and the standard of acceptation is by no means stringent. Those who pass this clement ordeal are placed on the list of accepted candidates, and are thereby supposed by themselves and their friends to have a claim to employment.

Now it is reasonable to suppose—nay, stronger still, it would be unreasonable *not* to suppose, that a certain per cent. of the candidates gathered in this way are, through one cause and another, unfit for the duties of the school room. And I ask earnestly, as I asked last year, are our schools to be subjected to the injury which inevitably accrues when they are made the fields for inexperience to experiment in? Moreover, to repeat a remark made in last year's Report, which touches on a point of essential importance, "the injury to the schools is not the

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whole of the evil. Experience thus acquired by candidates who have had no standard of excellence by which to be guided, can hardly escape a mixture of false principles and ill-advised practices with what it possesses of good; in which event the teaching based on it will be maintained on an inferior and unsatisfactory plane; and it is easy to see that if we suffer this state of things to continue, we run the risk of gradually lowering the standard of our instruction, and losing our good name for superior schools."

The injury to which our schools are thus exposed has not as yet been positive in its effects to any great extent. Some classes have manifestly suffered, but not many. We have escaped greater damage through the fortunate accident that nearly all who have taken the examinations as candidates to be teachers, have been graduates of our own High school; young ladies of good ability, excellent intellectual training and an ardent purpose to do faithful and successful work. But we ought not to depend on accidents. There should be a clearly defined apprenticeship to the practical duties of a teacher long enough to guard the schools from the mismanagement of inexperience; and I again earnestly recommend the suggestions of the chairman of the primary department on the subject, to the prompt and favorable consideration of the Board.

When I plead for this additional protection to the schools, it must not be supposed that, should it be granted, I should consider the amended method of recruiting our teaching force all that it ought to be. The comparatively meagre amount of education requisite to pass successfully one of our teachers' examinations is an open satire on our pretensions. No one can teach a school even of little children, *in the best manner*, who has not had the disci-

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pline and acquirements of a thorough, comprehensive education. It is such an education alone which gives power of original thought, self dependence, multiplicity of resources, readiness to take advantage of circumstances and turn them to account, and a wealth of intelligent and apt illustration. What though there be the possession of the most effective aptitudes, with only a shallow education behind them? It is like the artistic and nicely adjusted machinery of a factory which is intended to be run by water power, but is left motionless and useless because the motive agent was insufficient and has spent itself. And what is true in connection with little children is all the more true in connection with those who are more advanced; those who are dealing with subjects that cannot be taught with effect, unless the teacher have such a mastery of them through her intelligence, as to make the text books only passageways to the broad fields of thoughtful information which stretch away far beyond their cramping covers.

There is the contingency, it is true, that those obtaining situations who know themselves to be imperfectly educated will persevere in a course of self improvement until they are well furnished for their duties. But I fear this contingency does not offer us many practical realizations. Although there may be an ambition for such an accomplishment, home cares and other engagements most frequently preclude any systematic study and the defect is never removed.

No; we shall take the true conservative ground only when, insensible to any appeals which would compromise the right standard of fitness, we insist on a thorough education,—even more complete than the High school can furnish,—for every teacher whom we employ. When the Swain school was inaugurated, I cherished the fond hope

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that it would establish so intimate a relation to the studies of the High school and to the advanced education desirable for our public school teachers, as to justify the school committee in declaring its diploma to be an *open sesame* to our school-rooms without an examination. But while the instruction given in the Swain school is confessedly admirable, I fear it is as yet too eclectic to be thus endorsed as the crown of our system of education. That happy consummation may be cradled in the future.

EVENING ADULT SCHOOLS.

Several meetings of the superintendents of schools in places where evening adult schools have been instituted have been held in Boston of late, to discuss the perplexing problem of the right methods of organization and government of such schools, and the means to insure a regular and interested attendance. The discussions were earnest and valuable; but no experiments have been so complete in any quarter as to furnish trustworthy data for decisive conclusions. The most which was arrived at was the evidence, deduced from a great variety of failures under the conditions which have been heretofore in vogue, that such conditions are fatal to the success of the schools.

Attendance, in the first place, is to be *won;* it cannot be *forced.* The thirst for knowledge is not so all absorbing, even among orderly and ambitious young men and women, as to overbear the instigations of pride and self-respect, and make them grateful for the meanest opportunities. If school authorities offer low, ill ventilated, unattractive basements or ward rooms for the evening school rooms, into which they would not think of placing day schools, and if the day scholars' cast off books and slates are the only instrumentalities, there will be no school

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worth the name. Neither can you build up such a school with teachers of ordinary ability, small experience and indifferent aptitudes, engaged at comparatively trifling salaries, because certain young friends are poor and need assistance, and because "anything will do for an evening school."

On the contrary, the conditions and provisions must be of the best; there must be as good school rooms as are enjoyed by the day schools, as good fresh books too, maps, apparatus, objects, and other customary appurtenances.

But, above all, there must be teachers specially adapted to the work. They must be possessed of sufficient education to give them a fund of knowledge to draw upon readily, for facts and illustrations. They must have the gift to teach in a clear, impressive, winning way, and they must have that persuasive and attractive magnetism which some persons possess, and which makes them masters of their kind by an irresistible spell of power. For the personality of the teacher of an evening school is the only efficient police to maintain order and ensure attention. Now wherever school authorities are interested enough to secure these provisions for their evening schools, I think they will be amply worth the having; but not otherwise.

Our South school has had the same corps of teachers for several successive years, who have enjoyed the confidence of the pupils and are worthy of it. As a result, many of the same pupils come back year after year, and there is a healthy, profitable school. The Central school is doing a good work in a steady, quiet way, for the principal has held the post many years and is respected and loved by the pupils. The North school has not had so satisfactory an experience, considering the large number of applicants for admission. A new school, and established in the Par-

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ker Street grammar school house under the most favorable conditions, it appears to have been an object of curiosity to many who have become pupils only to satisfy that curiosity; and therefore, barren of interest and bent on mischief, they have created as much trouble as it has lain in their unruly natures to devise. After a few evenings' attendance they have disappeared, to be succeeded by others of the same vicious inclinations; and the earnest efforts of the teachers and the desires of those who are disposed to learn have been seriously interfered with. But this difficulty is disappearing with the lapse of time, and while we feel disappointed that the size of the school has greatly diminished below its early promise, it has now a more orderly and regular attendance, admitting the possibility of profitable instruction.

An application will be made to the Legislature this winter for a change in the school laws, making fifteen years instead of fourteen the maximum limit of the school age. It is to be hoped that it will be successful. There are no valid arguments to be brought against it, there are pressing advantages to be secured by the change. It will continue under the compulsory laws pertaining to day schools a class of youth, who, more than any else outside the present school limits, need more education, and take away from among the pupils of evening schools a corresponding number, who are most difficult of all to keep in orderly subjection, and engage in diligent, improving work. The most of this class attend only because forced by parental authority; and feeling themselves to be free from the operation of the compulsory laws, and not distinguished for any refined notions of orderly behavior, they are as frisky and unmanageable as so many young colts in high grass.

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THE TRUANT SCHOOL.

I can add nothing to the views respecting this school which have been made public by His Honor the Mayor in his inaugural address and by the chairman of the committee on the school in his annual Report. I agree with them with all my heart. I especially rejoice at the prospect of the employment of a competent person to have charge of the boys when out of the school room, as well as when in it. If this be accomplished, I shall feel that one step at least has been taken towards the fulfillment of a duty which has hitherto been criminally neglected.

It is to be hoped that, coupled with this better system of control, will be the supply of means to give the boys industrial occupation of some kind for at least half their time. They hate the sight of books. They have arrived at the degraded condition they are in, most of them, because they have so detested study and the confinement of going to school, that they have preferred to lead lives of loafing, reckless lawlessness. It is idle to think of making scholars of them by confining them to study the usual number of school hours and holding in view such a standard of attainment as is the appointed goal of an ordinary pupil's school course. The idea would be laughable were it not so inexpressibly painful also. The best—the very best—which can be accomplished in this direction, is to drill into them by persistent painstaking, enough elementary knowledge of the three "R's" for the ordinary purposes of life, on a humble scale; and for this end half a day in school,—with the spur to their laggard intellects from the knowledge that it is to be *only* half a day,—will be as good as a greater number of hours. They are to be reformed,—redeemed—first of all, by the acquirement of habits of orderly industry, and the conviction implanted by

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these habits and by the development of personal mechanical ability, that they need not be useless wretches in the world, but can take their places among the honest and the respected.

But, as has been suggested by the chairman of the Truant school, the only satisfactory ultimate of our efforts for these unfortunate youth, is the establishment of a county school, where all the provisions essential to the best moral, intellectual and physical improvement can be brought together, and our moral responsibility be fully and honorably discharged.

THE MILL SCHOOL, AND CHILDREN WORKERS IN THE MILL.

For several successive years, I have had something to say in my annual Report about our Massachusetts compulsory school laws. I have been aggrieved by their inhumanity, and I have been annoyed at the manner in which the most important of them conflict with each other, or nullify their own intended operation by their incompleteness. The duties I have to perform in certificating children to work in the mills and elsewhere, are continually thrusting these laws upon my attention, and I cannot sink into indifference to their character and effects.

During the closing year I have made these laws and the principles on which they are based, a subject of more thorough study than ever before. The object of my inquiry has been to obtain an answer to the question, Is it worth while to seek, through legislative intervention, to better these defective laws? For it is idle to be continually berating that for which there is no remedy; and it is equally idle to rest content with expressions of dissatisfaction, when judicious effort would remove the occasion.

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I have not been willing to rest satisfied with the results of my own investigations, but have sought the advice of gentlemen whose official relation to our laws, either in the past or the present, has made them conversant with the subject in all its bearings, and enabled them to respond to my inquiries with the wisest counsel.

Those whom I have most reason to confide in have expressed doubts of the expediency of attempting to obtain a revision of the existing statutes; but write in earnest advocacy of engrafting upon them in such manner as to make the new feature effective throughout the State, that provision of the English compulsory educational law, which is technically known by the name of "half time schools."

This is in harmony with the convictions which I have long entertained. In several of my annual Reports I have referred with ardent approbation to this English law, and I propose at this time to present in detail its more important features, and then to instance the points as to which it would obviate present difficulties and place the practical relations of children at work to the provisions for their mental improvement, on a far simpler, truer, and more productive plane of operation than that effected by the irregular, and in some respects ineffectual jumble of laws which governs those relations now. It is a point of special interest that our existing statutes already empower school committees to establish half time schools. But it is not with such unqualified authority as to enable them to take the initiative and force those who employ children to conform to a requirement of the kind. There must be cordial coöperation between the employers and the school authorities to carry such a system into effect; and it appears to me manifest that it would develop such striking advantages over the present state of things, for employ-

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ers as well as employed, as to justify the hope that our mill authorities would readily proffer the necessary co-operation as soon as the subject in its various bearings should be clearly understood. In that event, action could be taken without delay for further legislation.

The half time system is very simple. *There are necessarily two sets of working children, which alternate with each other in school and work. One set attends school in the forenoon from 9 to 12 o'clock, the other in the afternoon from 2 to 5 o'clock P. M., from Monday to Friday, inclusive.

The children attending school in the forenoon do not go to work in the mill until afternoon.

The children who work in the forenoon go to their work when the mills start, and work until 1 o'clock P. M., with half an hour for breakfast. They leave work at 1 P. M. and go to school at 2 P. M., getting out at 5 P. M.; and the remainder of the day is their own.

The children who have been to school in the morning go to work in the mills at 2 P. M., and work to the close of work hours.

Those who have worked forenoons during the week, work as usual on Saturday forenoons, and then are done for the day, there being no school on that day. Those who have attended school during the week in the forenoons have nothing to do but to play during Saturday forenoon. They go to work at noon, and remain at work until the closing of the mills.

The wages paid for half-timers is about half what is paid for full-timers. The children who attend school in the forenoon do so for a month, when they change, and

*The reader who is interested in the subject will find a thorough analysis of the English law in Gen. H. K. Oliver's Report of the Bureau of Statistics and Labor for 1871-72; one of the most thoughtful and valuable public documents ever issued in the State.

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go in the afternoon; and those who went in the afternoon, go in the forenoon; and thus from month to month.

No child under ten years of age is allowed to work in the mills at all; and under no circumstances is the same child allowed to work before dinner and after dinner on the same day. Thus it is seen that every child has one-half of every working day for recreation and school.

Here is the crown-piece of the system: *At 13 years of age the child becomes a whole-timer, provided he has acquired a certain amount of education, as follows: He must be able to read easily in the "Fourth Standard," (that is, the Fourth Reader of a regular series,) to spell words in ordinary use, to write a letter in a proper way, to know enough of arithmetic and book-keeping to keep simple accounts, and to write easily a good fair hand. If he cannot pass a satisfactory examination in these respects he must continue at school as a half-timer until he can.*

Some of these details are at variance with the regulations which govern mill work in this community; but a perfect adjustment could readily be effected.

And now what advantages would accrue from the adoption of this half-time system?

1. In the first place, it would be infinitely better for the children than the present condition of things in every way. Better mentally; for now the child goes to school five months and then is at work seven months; and what is gained in the five months is well nigh driven out of the head in the seven. Again, the alternate working and schooling assist each other; school is a relief from work, and work is a relief from school; and the nervous system and mental powers are maintained in a far more elastic and effective condition. Better physically, far better. Continuous work in the confining mills, with their unwholesome atmosphere, during the entire days, for months together, is

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permanently damaging to the average child. It vitiates his blood; it very likely inflicts permanent disease, and it dwarfs his stature.

2. It would wholly remove the stigma which now rests upon our compulsory laws for their inhumanity, and relieve the painful pressure which is often brought to bear upon us to set their requirements aside. The wage earnings of the children would be reduced one-half, it is true, but they would be disseminated among a correspondingly increased number of families, and they could be constantly depended upon, so long as the earners should be faithful to their work and their school. This permanency, moreover, would entirely remove the floating element which is now a source of constant trouble. There being no comprehensive system of employment, the certificates authorizing it terminating at irregular and frequent intervals, and the children discharged accordingly to go to school having no hold on the places they have occupied, whereby they will be restored to them when their school-term is over, there is a never-ending chance for fresh comers to find occupation for their children. New families therefore are induced to come to the city and try their luck; and by just so far as they may be successful, other families longer resident are crowded out, and thus we have a floating element in the population prejudicial to the best interests of the community. Not a few of these new families, moreover, are poor and needy; and form a very undesirable addition to the population.

3. The methodical and unchanging routine which this system would introduce would greatly lighten the duties of my office in certificating children for work, and I should think would be of equal advantage to the mills. It is true it would involve the extra clerical labor of caring for two sets of hands instead of one, but the uniformity of its op-

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eration would give relief in other ways, fully compensating for the increased trouble in that regard.

4. That feature of the English half time system remains to be considered, whereby the continued schooling of a child is made imperative until a definite amount of education has been acquired. It is a noble feature; and its operation contrasts so forcibly with the loose imperfection of our own laws as to fill us with vexation and shame. I earnestly commend it to the notice of those in authority who profess to be determined enemies of illiteracy, and who have influence enough to procure a better state of things. We have plenty of law in this connection, but it is so imperfect in its terms and application as to fail of its intents. We have a statute, for instance, that no child between the ages of 12 and 14 shall be employed, unless during the year next preceding such employment he have attended school at least 20 weeks. Very well; but many of those who are thus schooled are of foreign birth and are wholly ignorant of the English language; or, if of American birth, have never previously had an hour's schooling. Twenty weeks' instruction, therefore, of such a class of pupils amounts to little or nothing; and consequently large numbers of illiterates, certificated to have fulfilled the legal requirement, are put at work. To remedy this defect, another statute was enacted that no child under 14 years of age shall be employed who cannot read and write; and against every owner, superintendent or overseer in any manufacturing or mechanical establishment, who employs or permits to be employed any child in violation of this statute, and every parent or guardian who permits such employment, it threatens a severe penalty.

Now this statute is very sweeping, and it would seem that it must be effective. But it is almost a dead letter everywhere. For in the first place, it establishes no stand-

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ard by which to determine what it is to "read and write"; and again, it does not provide for its own execution. There are hundreds of children in the mills of the state, duly certificated, who cannot in any true sense read and write. And suppose that children wholly uneducated begin their schooling when 13 years of age or more? At 14 they are exempt from any further claim of the school upon them, and take their places among the permanent illiterates who are such a disgrace to our civilization and a menace to our free institutions. How much better the English law, prescribing a definite amount of education before the child can be released from attendance upon school!

I have treated of this subject at length, in careful detail, for our compulsory educational laws are of such vast importance, and the defect they are intended to remove so ominous of evil, as to justify the most serious and deliberate attention. I trust that your feelings are in hearty sympathy with my solicitude, and that you will be earnest to prosecute whatever course may promise to place the relations between the schools and the mills on a better basis. For the present, dismissing the idea of an appeal for further state legislation in the premises as a dilatory and uncertain resource, I hope for such advances from the Board to the authorities of the mills as will give them a clear and appreciative understanding of the merits of the question, and secure, if possible, that cordial coöporation, which will enable us to institute in behalf of our mill children the admirable system of half-time schools.

DRAWING AND SINGING.

Good fortune still attends us in relation to these two interesting and important departments of our school work.

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The Chairman of the Committee on Drawing has fitly characterized the successes of the work in drawing. No public occasions have occurred of late which have afforded opportunities to display the singular attainments of many of our pupils under Mr. Cumming's superior instruction, as was the case annually, by state appointment, a few years ago, but the same high standard of artistic achievement has been the constant aim, and the same creditable results have been secured. In various quarters important positions as draughtsmen, designers, decorators, etc., are found to be filled by those who obtained their knowledge of art in our public schools.

The new method of work, instituted two years ago, of appropriating a far larger amount of time to drawing from models and nature than from flat copies, is still pursued. It is believed to give conceptions of the form, position and perspective of objects more accurate than can otherwise be attained.

The Chairman of the Committee on Drawing has given the timely warning that the number of school-rooms is becoming so large that Mr. Cumming will soon require an assistant. There is another resource, which is, to decree that a still larger number of the regular teachers than now have that duty imposed on them, must superintend the drawing in their several rooms; and the alternative suggests the imperative demand that more consideration should be given to a knowledge of drawing as a qualification for an appointment to be a teacher than has been customary. As it is, candidates are approved and afterwards set at work, without the slightest inquiry or concern whether they know anything of the art or not. The statement carries its criticism along with it in very bold characters; and a similar statement and criticism apply to the knowledge that candidates to be teachers have of music.

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I take occasion to endorse the statements of the Chairman of the Committee on Music, simply as an expression of personal feeling, for I have nothing whatever of interest to add. It is a matter of special satisfaction when, great interests being at stake, a venturous experiment is undertaken to support them, and it richly succeeds. This represents our position when and after Mr. Diman was appointed the teacher of music. "The end crowns the work."

OUR PUBLIC SCHOOL SYSTEM; IS IT ONLY A WORTHLESS "MACHINE?"

Our free public school system has always had enemies. It was opposed at the start by much of the wealth and influence of the community, on various grounds. By some it was argued to be a mischievous policy to educate the laboring masses; for it would make them discontented with their lot in life. By others, the system was bitterly denounced for its injustice. It was grossly unjust—so it was said—to tax one man to educate another man's children. At a later period the creation of high schools, to supplement elementary education with a higher range of study, encountered intense hostility in influential quarters. The governors of several states fulminated anathemas against what they pronounced to be a flagrant wrong; and portions of the press, in envenomed sympathy, added their rebuke, seeking to stimulate the public to decree the destruction of the high schools. "No children have a right to be taught at the public expense," so ran the argument, "beyond the limits of an elementary education."

But these objections, and others of like character, directed against the system itself, or against specific features

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of its organization, were futile. They accomplished nothing, except to enable the friends of the schools to set their inestimable value in a clearer light and to enshrine them more deeply than ever in the love and gratitude of the people. Specious prejudices were not allowed to override great principles and destroy the most fruitful channels of public good.

At the present time the schools are subjected to severe and multiplied attacks of a very different character. For they are levelled, not against the system itself, but against what is claimed to be a perversion of its rightful purposes and an outcome of unprofitable, if not, indeed, of pernicious results. It is a general charge of maladministration and inefficiency, and it is a matter of serious concern that those who are taking the lead in spreading it abroad are in possession of superior power and influence, and will inevitably, if unanswered and unchecked, incite the popular mind to an outbreak of restless dissatisfaction. They cannot be safely ignored. Among them are such men as Rev. E. E. Hale, so popular in the walks of literature, in the pulpit and on the platform. He improves every opportunity to declaim against the defects of the public schools. He pronounces them to be so shamefully mismanaged that the whole system has come to be only a brainless and perfunctory "machine," which has robbed the teachers of all spontaneity and originality. He charges that the school authorities are so unscrupulous and base that they will employ those teachers only who are willing to forego their individuality and "run the machine" to order. The *Popular Science Monthly*, that sterling periodical, edited and filled with intellectual riches by some of our foremost scientists, displays chronic disquietude by its frequent, unsparing attacks upon the schools. The *Boston Daily Herald*, a newspaper of immense circulation and corresponding in-

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fluence, often inveighs in bitter terms against what it pronounces the shameful character of public school education. It has gone even so far as to say, in so many words, that "one-half of the children of the great middle class who are brought up in public schools are spoiled for the real business of life by the character of their schooling." These are a few samples of the parentage and quality of the assaults which the schools are suffering all along the line; and there is an imperative summons to their friends to sift the charges against them through and through; to confront them boldly where they are found to be false, and frankly to admit them where they are found to be true; with the determination to initiate a crusade against every prevalent imperfection, whether organic or functional, to be persistently maintained until the evil be purged away, the voice of detraction be silenced, and all honest enemies made ardent friends.

The question is of immediate importance to ourselves. What is the condition of our own schools in reference to these severe and busy charges? Are they working along under false pretences? Do we grossly deceive ourselves when we rely upon and cherish them as fountains of unspeakable blessing? Let us inquire and see.

I shall begin the inquiry with the subject of

I. SCHOOL EXAMINATIONS,

which are charged with being one of the most conspicuous and pernicious of the errors of the public school system. Mr. Hale phrases his indictment in these terms: "In the former times the teachers only prepared their pupils for life. Now, as Jules Simon said so wittily, 'We do not prepare our pupils for life, but for examinations.'"

One thing is certain, that if examinations are an evil, an

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immense number of schools are in a bad way; and not a few, even where the most confident vaunts are made of excellence, are simply monuments of noxious misdoing. For they constitute widely what is thought to be one of the most essential features of school management. They are the criterion of faithfulness and progress in study. The fundamental processes of organization are made dependent on them; such as promotions, diplomas, gradations of rank, the distribution of honors. In many localities even the efficiency and standing of the teachers are determined by the results of the examinations, which have their oft-recurring times and seasons, and are as rigid and ominous as the decrees of fate.

Why not? How can these tests be harmful? What surer method to decide upon the merits of anything whatever than to examine it critically and thoroughly? What more fitting and effective regimen by which to gauge the amount of faithful study which pupils have bestowed on any subject than to find out how much they know about it?

A plain case, apparently, as school authorities everywhere have accepted, and they have organized examinations accordingly. These began, I believe, as a pronounced feature of school management, in Germany; extended thence to France, and then took possession of the schools of England, dominating them triumphantly, and marshalling the work in conformity to their requisitions as completely as though, according to Jules Simon, the only business of the schools were to prepare the pupils for the examinations. Pretty much all we have heard about the universities and leading schools of England, of late years, has been in regard to the recurrence of the periodical examinations, with their technical appellations, and the cramming that has been going on to prepare for them.

When the English government some years ago took the

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noble step to establish public schools for the masses of the people of England, and the "Department of Education" was created to organize and control them, the entire Department, from the great parliamentarian, Mr. Mundella, who was at its head, down to the most insignificant clerk, was so completely enthralled and dazed by this school fiend of test examinations that the whole system was organized to satisfy the greed of the insatiate monster. A reign of per cents., over pressure and cram was instituted, so arbitrary and obdurate as to stifle all pleadings of justice and humanity. It was brought to bear with iron hand on the children of the very poor, compelled to go to school, who, we are told in touching accents, "sit uncomplaining at their little desks in quiet heroism, when hunger is gnawing within and the dull misery of want overflows them, toiling at their allotted tasks, wondering, no doubt, sometimes, what it all means"; patiently submitting all the while to a degree of over-pressure which has impaired the minds and bodies of multitudes and driven not a few to death. It has been brought to bear with equal severity and heartlessness on the poor, scantily paid teachers who have been made slavishly dependent on its exactions. It is only within a brief period that these enormities have been made public, exciting a storm of indignation throughout the land.

I have been betrayed into "showing my hand." I have characterized examinations as abuses, when I proposed, in this connection, only to indicate the extent of their prevalence. Having done so, however, I will follow the new lead; and I assert, first of all, that the apparent fitness of examinations of the staple kind to be tests of school work is a delusion and a snare. Indeed I go so far as to say, that, *wherever they have been ordained and are controlled by the school authorities, and statedly occur as a basis for the distribution of rewards, or as tests of the efficiency of*

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the instruction, the results being determined by per cents., there is not and so long as human nature remains what it is, there cannot be, a first class school. The standard of instruction is inevitably deteriorated. It will respond with unfailing fidelity to the prevalence of these tests, as the thermometer responds to the changes of the atmosphere, rising or falling according to their frequency. And where they succeed each other at comparatively brief intervals, where one has no sooner passed by than the next in order obtrudes itself as the objective point upon which interest is centered, shallow, memoriter rotework becomes paramount, thoughtful devotion to learning for its own priceless sake is precluded, and the school may well be characterized as a soulless machine.

In making these unqualified statements I have been careful to limit their application. There is a class of casual examinations which are instituted and controlled by superintendents and teachers, as aids to the regulation of the schools, that have no rewards dependent on them, are not anticipated with anxiety and consequently do not affect the character of the instruction; and against such examinations I have nothing to urge. But with respect to the class which I have defined, the statements which I have made are true. The damaging results of such a regimen are so universal as to justify me in pronouncing them inevitable. Here, in fact, we have the origin of most of the flagrant evils which are exciting so much animosity against the schools. Let us see if it be not so.

In the first place, test examinations are responsible for a good part of the barrenness of originality and spontaneity which is so sharply reprehended by influential critics of the schools, and which is certainly the disgrace of large numbers of American teachers. It does not account for all

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of it; for there is a class of teachers who have never possessed either stimulus or ambition to be original and spontaneous. They appear to be capable of nothing better than routine work, and to be confined to that is a godsend and a delight. But there is a larger, and I believe a growing class, whose feeling is far otherwise. They have a pure and lofty ideal of their vocation. They would discipline the minds of their pupils so as to develop and make dominant over all other mental processes, the power to reflect—*to think;* and they would use the facts pertaining to every study upon which they may engage them,—most of all—for this vitally essential purpose. But to accomplish this effectively, the minds of both teachers and pupils must be calmly poised and collected, having a sense of perfect freedom from anxiety, from pressure, and especially from the cumbering thought that there is something else demanding attention, which is so important that to devote time to this calm, thoughtful study for its own sake will peril satisfactory preparation for that something else. And test examinations concern themselves only with *something else.* For you foot up per cents. on that alone which can be accurately measured—that which responds in definite answers to definite questions. And this is limited to those classes of facts which can be committed to memory. High toned, thorough education is well nigh or wholly excluded. For you cannot measure that with your foot-rule of a test examination. It is too deep, too broad, too subtle to be harnessed into any such cramping traces. The moment thought is recognized as the dominant factor in school work, the moment facts are learned and made use of mainly as data for reflection, suggestion, generalizations—the only profitable service the most of them can be put to—you have a range of instruction proficiency in which is to be estimated by a very different standard from the per cents. of a formal question and answer test.

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The best teachers therefore are trammelled by this class of examinations, in spite of themselves, in spite of their resolution to be independent of the vexing bugbear—in spite, too, of the appeals of their superiors to preserve their freedom and do justice to their pupils. They cannot be free; the bugbear is forever obtruding itself to vex and fetter them; and they succumb to it more or less, indignant all the while that their school authorities should sacrifice the best interests of their pupils to a pretentious delusion.

The truth of this position has recently been strikingly illustrated in our own grammar schools. We have long appreciated the damaging influence of test examinations and have been working clear of them from one end of our school system to the other, until at length only a shadow of the old hide bound regime remained. Our teachers as a whole, are free—absolutely free. We have done the majority merited honor by trusting them, and the more fully we have trusted them the richer have been the results. We have demanded the noblest issues of instruction and the freedom we have accorded ensures their attainment. But for a specific purpose in connection with some novel arrangements, the grammar school committee recently prescribed a test-examination of certain classes in the grammar schools to occur from time to time. The minimum per cent. for success was put so low that no ill effects were anticipated from the provision. But shortly after the enactment had been made known to the schools, some teachers informed the committee that it had crossed like a lowering cloud over the sunshine of their work. The influence was irresistible. It affected alike the classes concerned and their teachers. Memoriter, text book, rote-work, it was feared, would supersede much of the reflective thought-work, through fear lest there should not be due

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preparation for the test examinations. I venture to say that should this surmise prove true the committee will promptly expel the arrangement into the limbo of things effete, and adopt some other ordeal of proficiency.

That odious thing called CRAM is the progeny of test examinations. It has no other parentage. The noted Archdeacon Farrar, in a gush of indignant rhetoric against this vice, as displayed in the schools of England, has lately spoken of it as "the juggernaut car of cram, before which the English nation is throwing its children by thousands, to have all the qualities crushed out before its ponderous wheels." The archdeacon had better thunder his rhetoric against the cause instead of the effect. Strangle the parent and the deformed suckling will perish of itself. What do pupils cram for? Why stuff themselves with technical and superficial facts? What, but to pass the examinations with credit? Why, how well it is known among school experts, that hundreds of grammar school masters systematically exchange with each other the lists of questions which, from time to time, are propounded by their several school committees and superintendents for the examinations, and paste those which they receive into scrap books; then their long suffering pupils are put through the whole collection, and it is cram—cram—cram—until every unwonted form of question has been tried upon them, and its answers drilled into their memories, so that no novelty shall be sprung upon them when the next corresponding ordeal arrives! And where could be found an illustration of the influence of examinations more discreditable and damning than that!

OVER PRESSURE is largely the result of test examinations or of what is similar in character and effect—the

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average per cents. from a competitive marking system. Over pressure is twin brother to Cram. Wherever you find the latter you are pretty sure to find the former, keeping even pace with it, hand in hand. But after all, it is not the abstract amount of study which a pupil accomplishes, even when the lessons have been severely tasking, which is the prime secret of injury to health, for it is yet to be proved that severe mental exertion, when made under healthful conditions, produces the slightest harm. It is the morbid anxieties, the jealous rivalries, the craving ambition, the restless uncertainty; which accompany study where rewards are at stake, that unhinge the nervous system of the pupil and make him an invalid. And the same thing is to be said of the effects of the competitive marking system, which is only a test examination taken in homeopathic doses, day by day.* Remove these giant evils, I pray you, gentlemen school committees, remove them at a stroke! Redeem the schools from the odium they now deserve, but need not! Do it by abolishing at once all test examinations—all the miserable marking system also, if it prevail in your schools! Clear away these pests from the places they hold in your systems of instruction, as you would clear away foul accretions, emitting mephitic vapors, from within and about the houses in which your schools are kept. Cling no longer to the baleful infatuation that you can measure first-class instruction as a grocer measures turnips in a bushel basket. You *can* measure lesson learning, but when lesson learning has been digested and assimilated, so that the product takes the crowning form of *culture*, it defies any basket

*Complaints of over pressure and consequent illness were frequent among the pupils of the High school until some four years since At that time, convinced that jealous rivalries, the result of the competitive marking system, were the occasion, and not overwork, the High school committee abolished that system. There have been no complaints of the kind since, although the lessons have been just as tasking as ever.

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measure to take it in. Set your teachers free; wholly free, that the play of their minds in their momentous work may be original and spontaneous. Do not be afraid of the result. There are examples enough of schools grandly progressing under this truer regimen, to give you inspiring confidence. In whatever schools you have teachers of the genuine stamp, the beneficent reaction from the trammels of the tests will lift the instruction at once to a higher plane, and if any of your teachers are time-servers and formalists, capable only of preparation for test examinations, what alternative is there but to turn them out and supply their places with a better sort!

No doubt many school committees where test examinations are the order of the day will swell with indignation to have their schools called in question. They are proud of them to an extreme. Everything is reduced to the completest system and is working to admiration. The classes are nicely graded, the schedule of studies and lessons is adjusted with exactness and is exactly followed, the contents of the textbooks are parcelled out for study and recitation as methodically and evenly as the day is parcelled into hours. The examinations show triumphs of scholarship as tested by question and answer, and the whole organization moves along with the regularity and precision of clock work. Nevertheless, you need not put your ear down very close to hear the creak of the well-oiled wheels of the machine, and the products all have plainly stamped on them the brand of the mill. Sometimes indeed this fine working machinery is like the nodding plumes of the hearse and the silver handles on the coffin which are the depository of nothing but a corpse.

It seems to be rather sorry, mill-horse business for men of the calibre of most superintendents and supervisors, to

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be occupied from day to day with carrying on a round of test examinations and casting up per cents. They must often get wofully tired and wofully disgusted. Supervision of the proper kind is honorable and profitable, and it is needed everywhere. Even the best class of teachers need it, — for sympathy and encouragement, if not for aid. Let a superintendent who is at least the equal of a teacher in intellectual power and ripe scholarship — and it is an insult for any one less gifted to attempt to supervise him — let such a one sit down with that teacher's pupils for a review of the work they have been doing, free to follow the lead of his intellectual affinities, with no committee's schedule of questions and answers to shackle him and them, and the conditions are right for an examination of the sterling kind: one in which thought, not memory, will be the dominant agency. Or let him sit observant, while the teacher conducts a customary recitation. If it is full of life and character, if the pupils are thrown at times on their own mental resources, and roused to enthusiasm or earnest in attention, exhibit keen enjoyment in the play of their own powers on the material of the lesson, he need demand no other criterion of the teaching which is effective there. But where superintendents are compelled to ply the crank of perfunctory routine and grind out test per cents., it violates their self-respect and compromises the dignity of their office.

Let me not be understood for a moment to imply that the technics, definitions and classes of facts which are the staple of test examinations, are of slight importance and may be treated with indifference. Far from it. They are the groundwork of the studies to which they pertain and are the starting points of all satisfactory instruction. They must be securely fixed in the memory; and this will

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be rightly effected in the ordinary course of the school work, provided such work *has nothing to do with tests for the distribution of rewards*. It is that alone against which I inveigh. Freed from such an appendage, these details pass for what they really are, the alphabet, not the substance, of education. They are learned without anxieties and frets, and are employed in their legitimate relations. With it, they are lifted into exaggerated importance, and occupy the whole field of study, excluding the acquisitions to which they can only serve as gate-ways. Let this perversion cease.

It is opportune in this connection to say, which I do with emphasis, that the contents of the popular text-books — except a few of recent make — which in past years have been crammed into children's memories, are more than half of them worse than useless. The objectionable excess is made up of unrelated or insignificant facts and problems, that were better out of the brain than in it; and I attribute the gradual accretion in the books of this pernicious mass of senseless lumber mainly to the influence of the test examinations, which have been forever craving novelties with which to deal. Seventeen years ago, in our Reports and our practice, we started a crusade against this abomination, and our example has been followed, until the authorities of most of the better class of schools have excised the exceptional matter and forbidden its use. It is to be hoped that a reform, which is demanded alike by common sense and common humanity, will ere long universally prevail.

I have concluded what I desired to say respecting the prevalence and effects of test examinations. I have made large admissions in so doing, but I differ with those who are pressing this charge against the schools in two or three essential points. In the first place, they incriminate the

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great body of the teachers; as though, to promote their own selfish advantage, the teachers had introduced the evil and were obstinately maintaining it. Mr. Hale does not hesitate to say openly that the official Superintendents of Education, in order to magnify their office, employ no teachers now-a-days who have not been broken in "to run with the machine." This is a strange and unaccountable arraignment from the pen of such a man. It is a libel — a gross and unwarrantable libel! There are plenty of poor teachers — more's the pity! — selfish, narrow, time-serving teachers, who are indeed only fit "to run with the machine." But the majority are able, aspiring, true. There was never so much intellectual power and culture, sterling character and executive ability in the ranks of the teachers of the land as at the present moment. And this better class, instead of rejoicing in the test-examinations and seeking their perpetuity, despise them. They would sympathize with every word that I have written against them. They would delight to be rid of them; to be free from what they well know to be obstacles to the accomplishment of the best kind of scholarly work.

In the second place, I differ with most of the pronounced foes of examinations, because they seem to consider them component parts of our school systems, so that one cannot exist without the other. Therefore they hurl their invectives against systems and examinations alike; despairing, apparently, of better things without a radical and sweeping overturn, which will make room for an entirely new order of affairs.

This is a thorough mistake, and indicates a sad lack of reflection in those who make it. These formal test examinations and our prevailing school systems are not coeval, neither are they by any means interdependent. The examinations are an imported craze, whose pretensions were

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so imposing as to deceive the very elect. So they were incorporated with the school systems, and like other noxious epidemics, have been bound to have their day. They must go — they are doomed; but the system will remain; and the critics do gross injustice to the teachers and the schools in voicing such indiscriminating jeremiads; in failing to perceive that an intensely active spirit of improvement is prevailing among them, and a yearning for the noblest results of effort. As I said not long since in another connection, "There was never a time when there was so little of machine-work going on in the public schools as there is to-day; there was never a time when traditions and prejudices had so little power, and the minds of most school authorities and teachers were more eagerly receptive of uplifting and inspiring influences; when the grand old sentiment "as is the teacher so is the school" had such heartfelt recognition; when the vast and solemn truth that the schools constitute the most potent factor in shaping the nation's destinies was more profoundly felt by those who control them; and the correlative truth, that a responsibility as honorable as it is momentous is resting upon them so to organize and inspirit the work of the schools as to make them grandly equal to the fulfillment of their sacred obligations." It is not the time, therefore, to discredit the schools, and to strive to bring them into disrepute and contempt, but all should gladly recognize what of good they are achieving in the present, and rejoice with joy unspeakable in the promise of better things to come!

And now, finally, these questions confront us, which many may consider it difficult to answer: What is to be the alternative if the offensive examinations be discontinued? What is to spur the teachers to faithful exertion? What is to determine the fitness of pupils for promotion?

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Any one with sagacity enough to read between the lines must have divined, from the tone in which I have carried on this discussion, that I was well prepared for these questions when they should be sprung upon me — that I had knowledge of substitutes for test per cents. so efficient as to remove all reasonable uncertainty. They are so simple, too, as to require no new machinery in place of that discarded, and to interrupt the regular courses of healthful study in very slight degree. One of them — the means by which the measure of efficient service is to be estimated — I have already fully set forth. It is simply, as expressed in a concise formula, *to trust a good teacher to do good work*. I have appealed to school committees, with an earnestness begotten of satisfactory experiment, to draw the line between the teachers in whom they have confidence — the men and women in their service of determined character, cultivated ability and supreme devotion to duty, — and the other sort, those who have failed to secure their confidence, and to give the better class free scope to teach as best they may. Let them have opportunity to demonstrate by their success the feasibility of the alternative I am recommending. Of course they are to be subjected to supervision, *of the right kind;* and they are to be aided by intelligent, sympathetic suggestion and counsel. Let school committees try this alternative, I repeat. They will not be disappointed. I do verily believe that of all the workers in the land, high or low, there are none who do so "coin their very blood into drachmas," do so throw their whole being into devoted service, looking for no other reward than that which daily accrues—the sense of aspiring, conscientious duty, and perhaps getting no other,— than the teachers who are worthy to be trusted. And I would that the shallow sentimentalism so prevalent, which eloquently declaims about the transcendantly important work

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which the public school teacher is doing, and at the same time — thus revealing its shallowness — suffers his official life to be vexed by trammels which throw suspicion on his integrity and fidelity, might deepen into that real appreciation which, honoring the work, must necessarily honor the worker too!

But the teachers of the other class — those who range below the line — the time-servers, the crank-turners, the weak-charactered — what is to be done with them? I can answer that question only by asking another: What business have they in our school houses at all? I am not discussing by what scheme the perplexity of those school authorities who choose to employ unsatisfactory teachers can be relieved, but how to secure the best of schools.

The question remains, What alternative shall be substituted for test examinations in connection with the promotion of pupils? The school committee of New Bedford solved this problem years ago by summarily abolishing the examinations to a great extent, and providing a substitute which has proved eminently satisfactory. Its most important feature is the outright submission of the question of a pupil's fitness for promotion *to the decision of his teachers*. It was made universal in its application. It includes not only promotions from grade to grade, but from the primary department to the grammar department, and from the grammar department to the High school. For on what ground, it was argued, is a great gulf imagined to exist between a primary school and a grammar school, and between a grammar school and the High school, so that a formidable ordeal must be undergone before it can be crossed? Are not the studies of the curriculum uniformly progressive from the elementary work of the lowest primary grade to the graduating class in the High school, thirteen annual removes in advance? Are not these studies

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imposed on the pupils throughout the course, one after another, on the common basis of maturity sufficient to attack them intelligently? Is not the division of the grades into several departments—primary, grammar, high—actually an arrangement purely for convenience of administration?

The method has worked well, admirably well. The principals are required to prepare two lists of the pupils, one giving the names of those recommended for promotion unconditionally, the other the names of those not thus recommended, with the reasons for refusal attached. The former class are advanced without further question, while the cases included in the latter are individually considered and passed upon by the sub-committee and superintendent, thus shielding the principals from reproach. And in not a solitary instance has the preparation of these lists exhibited a trace of favoritism or of prejudice.

"But the standard of promotion, what becomes of that if the test of fitness be the teacher's judgment alone? You surely do not dispense with a uniform and definite standard!" No; we have a uniform and definite standard which we glory in; and still it *does* depend on the teacher's judgment. For it is wholly comprised in the answer to the question: *Would the advancement of the pupil be to his advantage?* That is certainly definite, and it is decidedly uniform; for, as has been related, we apply it at every stage of a pupil's career. Above all, it is just. If a pupil would be profited by regular promotion, it is the exercise of criminal tyranny to keep him back, let the circumstances be what they may. The grand object of our free public school system is the spread of intelligence among the people, according to the greatest good of the greatest number; and the error of school authorities in managing that system, if any, should be on the side of encouragement, not of repression. Many a pupil has a right to promotion,

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even though in some respects poorly prepared for it; yes, even though he may have actually trifled with his opportunities. For mark the condition: *Will he be profited by the advancement?* Can school authorities better this condition? And can they evade it without criminality and disgrace? Yet in how many instances these principles *are* set at naught! With how many school committees an iron-clad empirical rule is of more consequence than a pupil's good! How many bring disgrace on the graded system by making the machinery of its organization of more consequence than the service it performs!

Again, how little attention seems to be paid to the fact, so glaring that only eyes blinded by prejudice could fail to notice it, that refusing promotion to pupils who have been remiss is almost always a harmful process. Of those whom it does not drive away, it sours the temper or depresses the ambition. I quote from the report of the chairman of the committee on the High school, in this same volume, a few pertinent and forcible sentences: "Pupils are not created for the schools, but the schools for the pupils. Youth is not perennial, be it understood. Maturity supervenes after a certain number of years, and it is of serious importance to most parents that their children should not be cheated out of the practical uses of that maturity at the beginning of life's work, by unjust detentions at school. The schools are not responsible for the amount of knowledge which their pupils may acquire. It is not their province to force results, but to furnish adequate opportunities. The responsibility for the use of those opportunities is upon the pupils themselves and their parents. This reasoning would be worthless if this machine business of measuring advancements by per cents. were profitable; if keeping pupils back through its agency operated as a curative medium for

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indifference and neglect. It does nothing of the kind, save in exceptional instances. On the contrary, the harm which it usually accomplishes is the very point which arouses my strongest feeling and gives special sharpness to my argument." A vague, morbid sentiment seems to be prevalent among school authorities that Education *in the abstract* is a sacred charge to be protected from conflict with anything human which is not its pronounced and capable votary. This is particularly active in reference to the high schools. Many lead us to believe by the manner in which they barricade the entrances to those institutions against all applicants for admission save those of superior powers and attainments, that they were not intended to scatter the benefits of the higher knowledge among the masses of the people, but only to illustrate the triumphs of the ripest scholarship. This outrage on the purposes of high schools and the rights of the people is often pushed to an outrageous extreme. I lived some years since near a flourishing town, the grammar schools of which were far above the average in the completeness of their appointments and the excellence of their work. They prepared their pupils faithfully for the high school. A celebrated doctor of divinity was elected to the school committee and made its chairman, who was completely enslaved by this idea of the high school as a sanctuary of lofty intellect not to be profaned by meaner minds. So he persuaded his associates on the committee to fix upon eighty-five per cent. as the minimum for admission on a set of examination papers unusually severe. The result was that only ten out of a hundred candidates passed the abominable ordeal. But the honored D. D. stood firm, and those successful ten constituted the entire class of that year. As he boasted to me triumphantly, in a subsequent interview, he "meant to make the high school an honor to the republic of letters!"

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He made it more truly a burning reproach to his Christian character! He had robbed most of the rejected candidates as foully as though he had stolen the garments from off their backs! On the Sunday subsequent to the infamous transaction, instead of mounting his pulpit with head erect as an ambassador of the gospel, he should have gone into his "closet," dropped on his wicked knees, lifted trembling hands to insulted heaven, and cried in remorseful accents, "God be merciful to me, a sinner!"

At another period of my life, I was on a school board on which were several sage professors in a college and as many reverend divines. Under the lead of these magnates, a regulation was enacted,—flying in the face of common sense, common decency and the discriminations of nature,—that no candidate for the High school who fell below 45 per cent. *in any one study*, should be admitted. Among the candidates was a poor girl whose papers, in all the branches except arithmetic, were excellent, evincing unusual ability, and each of them obtained quite or nearly 100 per cent. But in arithmetic she fell a little below the fatalistic 45 per cent. Her average per cent., as will be seen, was very high;—and moreover, she was so mature in age and her circumstances so narrow that she must enter the high school then or never. But the majority of the board were obdurate. The regulation must be obeyed though the heavens should fall; and it was only after the minority had protested in angry terms, and finally threatened to appeal to the public against the injustice, that the girl was admitted. She led her class easily from the start, except in mathematics. She became a remarkable scholar in the classics, and afterwards a teacher of the languages in that very high school.

These are only flagrant illustrations of the influence of a wide spread infatuation which is doing the same sort of

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injustice in numberless communities, though in a less degree, every year. It is time that a more sensible and upright course of action should prevail. Let the test examinations for admission to the high school, with the trouble of their execution and the injury to the school work from their reflex action, be done quite away; and the fair, effective alternative be adopted, that the teachers are to answer the simple question—*Who of these candidates will be benefited by advancement?*

THE SYSTEM OF GRADATION.

The merits of several of the graver charges against the schools have been considered under the single head of examinations; for that notable instrumentality is the fountain-head of them all. I will now pass in review a fresh class of denunciations which are not excelled in frequency and bitterness by any which have hitherto engaged our attention. They have for their object *the graded school.*

I will instance a few examples of these censures that their spirit and the precise points to which they take exception, may be present in the minds of my readers. The *Popular Science Monthly* says, after describing in detail the distinguishing features of the ordinary organization of graded schools, as, for instance, the gathering of large numbers in the same establishment carefully classed and graded, and the complicated system of examinations, markings and promotions: "Finally, liberty on the part of both teacher and pupil disappeared, and they became the passive subjects of inflexible regulation. As a consequence, a gigantic mechanical system was created, the perfection of which consisted in the mechanical element. The vice which is now widely recognized in its operation is, that the individuality of pupils is sacrificed to the perfect working of the mechanical arrangements."

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A story has lately been published intended expressly to illustrate the evils of the graded system. It is entitled "The Evolution of Dodd," and describes how a poor boy, Dodd Weaver, goes to a graded school, knocks his head over and over again against the sharp points of the iron-clad system, and is finally turned adrift out of the school. The writer is intensely in earnest and his style is eloquent with ingenuous feeling. I quote a pregnant passage:

The machine is built on the theory that the pupils are made for the schools, rather than the schools for the pupils, and that the order of the grades must be maintained, no matter what becomes of the graded. What is it to this great mill if the pupils do fall out of the hopper? So long as the mill grinds, and the grinders can hold their places at the crank; so long as they can draw their pay, escape public censure, dodge behind a stack of examination papers when individual complaints appear, shield themselves from responsibility by records and marks, keep the promotions in order, graduate a class a year in good clothes and with pretty speeches, see each of those who have been ground through go out into the great world armed with a diploma tied up with a blue ribbon, and so following—so long as the machine can do all this, what is the use of paying any attention to Dodd Weaver and such incorrigibles as he, who refuse to go into the mill and be ground? What, indeed?

The *Boston Evening Transcript* says of this book, affording still another illustration of the prevailing dissatisfaction: "We should rejoice to see it in the hands of every teacher of youth in the country. It is a living, breathing protest against certain features of the present school systems which obtain in various parts of the country, from the kindergarten to the grammar school. The points of the author are so well taken that the reader is forced not only to admit the reality of the evils he denounces, but to

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acknowledge the justice of the conclusions to which he arrives."

I am afraid—sadly afraid—that these pictures are the presentments of actual facts, as they exist in a large number of localities. We cannot avoid that humiliating conclusion. But the only point to which I ask attention now, is this: How far are the defects of graded schools chargeable to the system itself, as inherent features of its organization or as inevitable outcomes of its administration, and how far to a gross perversion of its provisions? And I maintain, with the confidence which practical observation and experience inspire, that—THE GRADED SCHOOL IS THE MOST ADVANTAGEOUS FORM OF SCHOOL ORGANIZATION WHICH THE WISDOM OF MAN HAS EVER DEVISED; THAT IT EFFECTS IN LARGEST POSSIBLE MEASURE "THE GREATEST GOOD OF THE GREATEST NUMBER" WITH THE LEAST INFRINGEMENT OF INDIVIDUAL RIGHTS; AND SECURES ADVANTAGES WHICH NO OTHER SYSTEM IS CONDITIONED TO BESTOW. The problem is supposed to apply, of course, only where there is a considerable number of children who can be gathered into a single school.

I feel it to be of special service to me, because it gives weight to my position, that this characterization of the graded system is not merely a fond ideal, but rests on the solid basis of positive realization. For the evils which have been suffered to vitiate the system seem to be so universal and so inwrought with its essential structure as to extort admissions from some of the best friends of the schools that they are inevitable; and if I reasoned from an ideal only, my argument would have slight comparative force. Thus, *The New York School Journal* says: "The ordinary city graded school is a grand mill in which the great problem to be solved is that the same education must be given to all the children alike. That as now organ-

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ized it tends to make machines, cannot be denied; for *its essential principle is stereotype form*, rigidly, blindly and universally followed." And even so accomplished and sagacious an expert as superintendent Hinsdale of Cleveland writes: "The graded school system, particularly in large cities, has been criticised as stiff, inflexible and machine-like. It does not move the children one by one, but in companies, regiments and brigades. The criticism is just, nor can the objection be wholly done away—*it lies in the nature of the case.*"

When I assert that I am not describing an ideal, but a realization, it will be naturally and truly supposed that I refer to the schools of which I have charge. I do not assume, however, that the New Bedford schools are perfect by any means. But I do assume, with the utmost confidence, that in their organization and methods, they illustrate happily the true scope and advantages of the graded system. Years ago our school committee began a critical examination of the operative forces of our schools, which had excited their sincere distrust. Those forces were characterized by the play of the same mechanism which is the distinguishing feature of the graded system almost everywhere, and it was producing similar odious effects. A firm determination was formed that these evils should be abated, even though a radical overturn should be necessary to accomplish it. Discriminating observation soon decided that none of these objectionable features were inherent in the system, but were only fungus excrescences which resolute, heroic treatment could healthfully lop away. So the conditions were carefully considered and the heroic treatment applied. The substitute for the old organization which was adopted as the result, was received with unsparing condemnation, when made public, by the devotees of the discarded mechanism, as being loose, form-

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less and impracticable; but while the "machine" has been gathering upon itself, year after year, lowering clouds of indignant hatred for its evil effects, until at length the storm has burst in fury and menaces wholesale destruction, this substitute stands firmly the test of time, growing in favor day by day. For it is a rational and innocuous modification of the principles of absolute individualism in instruction, carried just far enough to meet the requirements of schools in which numbers are to be taught. Some of its distinguishing features have already been described. I will gather them in brief terms into a systematic whole.

Organization. Our school system embraces 13 years; and the schools are grouped into three *departments;* the primary, grammar and high.

These departments are subdivided into *grades;* 13 in number, corresponding to the number of school years. Of these grades, the primary department includes *four*, the grammar department *five*, the high department *four*.

The grades are subdivided into *classes*, which are distributed in as many rooms, each under the charge of a separate teacher.

Children may enter the lowest primary grades at five years of age.

There is nothing singular about this organization. Its merit lies in the principles by which it is operated.

I. The fundamental basis of progression through these grades and classes is, that they are to be regarded, one and all, as a regular succession of steps instituted for convenience only, in a continuous upward movement. No greater gap is recognized to prevail between the highest primary grade and the lowest grammar grade, and between the highest grammar grade and the lowest high grade than

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between any other two grades in the series. The pupils, therefore, are advanced from one grade to another *in mass*, from the beginning to the end. There are no examinations for promotion, no casting up of per cents., no strain to secure an arbitrary nicety of classification. Our classification relates simply to the allotment of pupils to a teacher. Beyond that one point, nature, not mechanism, classifies for us. The comprehensive aim of free public school instruction is THE EDUCATION OF THE WHOLE PEOPLE. The little children enter the lowest primary grade exhibiting differences which nature has created and which circumstances may have either stimulated or repressed. Some are more gifted than the rest. Some are less capable than the rest. But all are to be educated; all are to be made partakers of the best that we have to bestow. And, as they start in their school career very near to each other in age and are to be subjected to the same training on and on, each has a birthright claim to finish in the grade in which he began. Only such a disqualification as would render a pupil's promotion prejudicial to his own best interests should ever be suffered to keep him back—still less to drive him out and drop him by the way.

The maximum number allotted to form a *class* is 40; selected by alphabet or in some other impartial way, so that the differences which prevail in any one class shall equally prevail in every other. In this connection occurs one of the most important and interesting points in the whole economy of a child's education. It answers the question, Which is the better for a child—that he be taught alone or in company? There is much crude, undigested thought afloat on the subject, especially among the unfriendly critics of the graded system. By them the strongest possible contrast is drawn between individualism and companionship in education, to the disadvantage of the

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latter. "Each child is before the teacher as a separate study," says a prominent journal; "to be treated as an individual, with individual characteristics. All mental, moral, physical and divine philosophy is opposed to the treatment of all alike." "This is where many teachers are at fault," writes the author of "The Evolution of Dodd." They put their faith in a system, a mill through which all children shall be run and in passing through which each child shall receive the same treatment and from which they shall all emerge, stamped with the seal of the institution, "uniformity." This is the very thing which God and Nature have set themselves against."

There is a vital and sacred truth in these impassioned assertions, if the principle of duty to the individual be not pressed too far. But it has positive and essential limitations; and when it is brought to bear against graded schools with such unqualified force as to convey the impression that to teach a child by himself is the ideal method of instruction, its truth runs into falsehood. Of the advantages derived from individual education I need not speak. They are easily discerned. But far—very far superior is the education which a youth receives who is taught in the company of mates. When taught by himself, he has no standard by which to measure his abilities, and no spur to their vigorous development. We all know what a wonderful stimulus there is in the attrition of mind against mind. In the great world's arena of action it is one of the most powerful of all existing incentives to original thought and executive energy; and it has precisely the same influence over a pupil in the narrower arena of the school room. Whenever a subject of study is under consideration by a class in a graded school, and thought is having a lively impulse to view it in all possible aspects, as is the case under an earnest, competent teacher, the powers of each

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pupil are stimulated by the competition into brisk activity, and he is thus trained to the command of his resources; while the child taught in solitude is confined to his own unincited conceptions. And in many other ways, mind, through companionship in effort, quickens mind. This, let me remark, is normal and healthy emulation. It has no kindred with the morbid products of artificial bribes to effort.

Again, the discipline of child nature derived from the orderly methods characteristic of a well governed graded class is of incalculable value. It is almost as important to know *how* to think as it is to be able to think at all. There are two capacities essential to the activities of thought that it may be conditioned to do good service. One is, to be able to work with rapidity, the other, to work with logical accuracy; and both these capacities, apart and in combination, are fostered in a graded school room to an extent such as can rarely be otherwise secured.

Healthy emulation, as well as system, order, and method, precisely the influences which the solitary student inevitably lacks, are continuously helping to shape the character of the class pupil and to prepare him for a creditable and profitable exercise of his powers when maturity puts them to the test. This result of graded school instruction is so marked and widely acknowledged, that it is scarcely too much to say, that *for every child removed from a public school on account of its real or fancied evils, two are transferred to it from private schools for the sake of this moulding and invigorating discipline.*

And in relation to the finer attributes of being—to the proper treatment and discipline of the moral sense, the sentiments and the passions—I venture to say that the same principle holds good. Better companionship than isolation. I touch on this interesting point under a becoming sense of

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responsibility. I trust that I duly appreciate the sanctities of spiritual being and I yield to none in the measure of my regard for the independent claims of every human soul. I feel the force of the argument that as "no two faces or forms or statures are alike, no two minds or hearts or souls, so God and nature demand that no two children shall be taught alike." But I feel with equal force that this vital truth is not intelligently served by blind fidelity to its letter. Individuality needs chastening just as much as it needs independent development; and it is actively effected in this regard in greater measure through the varied and peculiar usefulness of companionship than through the most earnest appliances of individual instruction. Of course the conditions of the companionship must be carefully and wisely determined. A graded class must not be so large that its members can be recognized as only so many units of an aggregate, and must perforce become the passive subjects of inflexible regulation. Such an overplus is utterly fatal. But there is a limit to the number of such a class within which it is possible to secure the inestimable advantages of companionship without sacrifice of the sacred demands of individuality. Experience has triumphantly established the fact; and with a broad-minded, full-souled, sympathetic teacher to put inspiring and informing life into such an organization, we accomplish the ideal of public school instruction. The New Bedford School Committee have placed this limit, as has been stated, at 40. Better 30 perhaps, or 35.

I have said that the teacher must be broad-minded, full-souled and sympathetic. In this connection above all others — this, which concerns the right nurture of the most hallowed vitalities of being, the essential characteristics of a competent teacher come to mind with a vividness which puts into the old maxim, "as is the teacher so is the

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school," an appealing freshness and force that is like a message from heaven for better things than often prevail. To enter the school room day by day, energized by the sentiment that the noblest thing under the arch of heaven is a pure and aspiring character, and to be so controlled by the chastening sentiment that speech, gesture, expression, demeanor, all manifest its steady dominion and make his own person an impressive and attractive example of its triumphs—to regard every pupil as an heir of immortality, to be developed into the best that is in him to become—to undertake the great work remembering that motives, not seemings, are the realities of being, and therefore resolute, in all training of character, to get at "the heart, out of which are the issues of life,"—to be tender as well as firm in checking all undue exuberance and all falseness of feeling and ambition, and in equal fidelity to encourage the slow and cheer the despondent—never stimulating to activity by appealing to unholy motives, never wounding by sarcasm or its kindred and exasperating humiliations—and meanwhile to carry on the processes of intellectual training, not by rule and plummet, but for learning's own precious sake—this is what is wanted of a teacher in a graded school, or any other school. It is asking much perhaps. Is it asking more than we have a moral right to ask?

The principles and methods which govern the New Bedford schools in reference to the *curriculum of study* will be briefly stated, although they exhibit some peculiarities. I shall confine the statement, as in most cases heretofore, to the elementary schools.

We have adopted the schedule of studies and portions of studies which a properly taught and well furnished elementary scholar, fourteen years of age, ought to be famil-

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iar with, and established it as the maximum to be attained. The contents of this schedule we have divided progressively among the ascending nine elementary grades, so that each year will have its proportionate and appropriate amount of work.

The enforcement of this programme is so conditioned as to secure substantial and profitable results. Long ago we excluded from the study of arithmetic the parts which pushed the application of principles out into useless details, we cut out of the geography thousands of petty, irrelevant questions, we forbade the teaching of history by memorizing the text, and emphasizing unimportant particulars, and we substituted the real study of language for the sham business of parsing words and analyzing sentences. As aids in the study of language we supplied plenty of books for reading in addition to the text books, and enjoined the teachers to have as much reading as possible, not for criticism or wordmongery, but for the simple sake of reading, and the gains in the acquirement of a copious vocabulary and the fluent power of expression which are the outcome of that beautiful practice. Written work, also, was made a frequent exercise, in the various culturing forms of composition.

Many schools practice promotions out of course. It is a device to give an appearance of elasticity to the hard mechanism of a rigid system. Other schools advance pupils every little while, on some artificial basis or other, with the same design. We have nothing of the kind, for we have no repression to relieve, and we set our faces, as genuine philanthropists, against giving precocity free rein. Our programme of study is carefully adapted to the number of years due in the course of nature to elementary work, and ample for its opportunities. At the same time, the text books are held to present only the skeleton of the

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knowledge which pertains to their various subjects, and instead of there being any drowsy repression of bright intellects, time does not suffice to traverse the fields of information which the text books open into but do not occupy. Furthermore, we believe that to push bright intellects forward in advance of their companions, does them positive and lasting harm. The parents who urge it are false to their parental responsibility, and we decline to foster their infatuation. Something more is necessary when a pupil reaches the high school, or even the upper classes in a grammar school, than that quickness of apprehension and retentiveness of memory which are the qualities usually most conspicuous in a forward child. He needs a certain power which is developed by maturity alone. Without that power no faithfulness in effort will enable him fully to grasp the more difficult studies of the secondary curriculum, and if he is lifted along rapidly because he evinces superior present capacity, it must be at cost of due attention to many essential elements of knowledge, and at the peril of intelligent progress in the end.

I have finished the points in reference to which I have been able to refer to the New Bedford schools as illustrating successfully intelligent and available alternatives for the evils of a system whose basis is the mechanism of examinations and per cents. I make no boast, as I have already said, of the attainments of our schools. I only express my joy that we have had the wisdom to discern and the resolution to abolish the evils in question, and my confidence that our remedy is as effective as it is radical. It is a source of inexpressible satisfaction, as I have been studying the situation, and marking in what directions the heavy artillery of adverse critics has been brought to bear on the public schools, to find that thus far there is not a

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single particular in which our own schools have been exposed to their fire. Thus our schools stand at vantage over many sister schools in the possession of the best opportunities of instruction unimpaired by attendant evils. And since we have made a fortunate experiment, may there be many farseeing and resolute enough to follow in our steps!

INDUSTRIAL EDUCATION.

When the critics of the schools charge upon them that they "do not fit their pupils for, nor give them a bent toward anything the world wants them to do," that boys and girls have many things to learn besides reading, writing and arithmetic,—for instance: "how to use their hands and feet, and the schools teach them nothing at all in this direction," we can only return the frank admission that the charge is mainly true. But we can honestly shelter the schools from reproach behind the simple fact that this defect is a recent discovery; that manual training is now, for the first time in the history of American education, set forth as an essential element of public school instruction; and there having been no demand, there has consequently been no supply.

The position of the schools then is innocent in relation to the past. But what of the future? How legitimate is this novel demand for industrial training? How important is it? Must it be deferred to, as heralding a permanent innovation, or should it be resisted as the froth of a temporary craze?

The innovation is predestined. It will come and it will remain; for it is a great social want which is clamoring for it so lustily—a want out of the heart of the power which created and sustains the schools themselves. You cannot argue it away. You cannot ridicule it away. Even were

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it a something utterly inconsistent with the recognized purpose of a school, it would not avert the consummation. It is pleasant to believe that no such inconsistency prevails.

It is easy to see how this want has been gendered. It sprung out of the altered condition of our social economy consequent on the immense growth of population. The time has been, and it was not long ago, when our youth found plenty to do when they came forward into active life, whatever might be the degree and character of their education. The bottom had fallen out of the good old system of apprenticeship which supplied skilled workmen to the various mechanical occupations, but the boys had only to hang around a few years longer than before, and were then pretty sure of work as green hands, to blunder along into skillfulness as best they might. And in connection with other pursuits, there was a field for the energies of all the youth who were in search of a market for their brains and hands.

But the circumstances of American society have wholly changed. Great centres of population have multiplied without number. Small villages have expanded into prosperous towns and cities, and thousands upon thousands now jostle each other in the struggle for existence and prosperity, where hundreds jogged quietly on before. The ordinary channels of industry are consequently overstocked. It has become an anxious question with parents what to do with their children when they come to maturity; how to put them in a way to obtain a livelihood. Only "the fittest," it is found, have a fair chance to succeed. Everything, therefore, pertaining to the education of youth is rigidly scrutinized. It is demanded that whatever the children may be taught in school shall have a positive practical bearing; that the mind shall not only be furnished with varied intelligence, but that the senses shall be

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trained to keen and accurate observation and the muscles to apt performance. This demand, for a long time groping and unsettled in its aims, is now eager for satisfaction in a definite way. It has made tentative experiments of the combination of hand-training with mind-training in various cities of the land, in schools specially constructed and endowed for the purpose, until at length, made bold by the uniform success of these experiments, and by the prosperous operation of similar organizations in Europe, it is insisting on the introduction of hand-training into the public schools; and the impulse is gathering strength day by day.

I have long foreseen this contingency, and after the most careful consideration of the subject, having arrived at the settled conviction that not only would the public good be subserved by this undertaking, but the mental work of the schools would be benefited rather than retarded, I have advocated the introduction of hand work into the schools with heartfelt interest, for several successive years. I trust that the Board, always prompt to further any legitimate measure which bears the stamp of genuine excellence, are ready for, at least, a single experiment in this behalf, drawing on the Howland Fund for the means to defray the limited cost; and I respectfully ask that the proposition may be entertained. The community, I am sure, would regard the project with cordial good will.

I have used the phrase "legitimate measure." No doubt the main objection to this new project is the feeling that it is *not* legitimate—that there is an objectionable incongruity between the instruments and processes of mind-training and those of hand-training; that the buzz of the saw and stroke of the hammer make discord, both in sentiment and practice, with the quiet study of books

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and the methods of mental instruction. I dissent from the application of any such thought to the case in question; and if it has influence over any members of the Board, should be glad to be able to remove it. I take occasion therefore, to consider the point.

But I will not traverse ground already trod. In last year's Report I presented elaborate arguments to prove that there are intimate relations between the hand and the mind; that every nice operation wrought by the hand is in good part a mental operation. The "cunning" of an accomplished artificer is not resident in his fingers, but is a combination of mental powers finding expression *through* his fingers. Therefore it is as an essential factor in *mind-training* that hand-work should be introduced into the schools. And nothing beyond this is sought or desired. Nobody advocates the learning of specific trades in public schools.

It follows, as a direct corollary, that the instruments by which this method of mind-training is to be accomplished, no matter what they may be, range themselves at once among the normal appurtenances of the school-room.

I refer you to last year's Report for a fuller exposition of this point, and pass on to consider briefly whether the feeling that there is an irreconcilable incongruity between the instruments of manual instruction and the purely intellectual agencies of the school room is sound doctrine or only a sentimental prejudice. I pronounce it a mere prejudice; and my convictions have a backing of incontestible proof. I know how strong this feeling is, especially among educational experts, who have been dealing with principles and methods, purely intellectual, all their lives. These are unsparing in ridicule, as well as argument, against the combination. Thus Mr. Patterson, Commissioner of Education for the State of New Hampshire, once professor in

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Dartmouth College, then Senator in Congress, says, in a passage often quoted: "'I desire to see inaugurated a more thorough and practical system of teaching — a system which shall connect the life of the school with the life of the world; but I deprecate the shallow charlatanry that would fill the quiet retreat of learning with the clank and clatter of machinery, and transform a conclave of scholars into a caravansary of pleasure." Very pretty all that! It rolls out of the mouth in stately volume. The figure is a little mixed, but the rhetoric winds up with a sonorous climax! Exceedingly pretty, like the painting on an Easter egg, and just about as substantial: for it has only a thin shell of prejudice to keep it in any kind of shape!

Did you ever go into the "Institute of Technology" in Boston, Mr. Commissioner, or are you familiar with its repute? If so, you know it to possess the admiring confidence of the community as one of the most remarkably successful seminaries of learning in the whole United States. Its courses of study are carefully arranged, its instruction is masterly in character and influence, and its intellectual discipline is wonderfully true and effective. But at the same time one of its chief purposes requires for its accomplishment a practical knowledge by the pupils of various kinds of tools. So, under the same roof with the rooms where this admirable intellectual discipline is in progress and this ripe intelligence is conferred, are rooms in which the apparatus for instruction is composed of the instruments of mechanism. Part of the music of daily work is made by the buzz of the saw and the stroke of the hammer. Well, is this institution the product of "shallow charlatanry?" Is the commissioner ready to brand it with such a designation? That alone were charlatanry which should dare to stigmatize with arrogant contempt an institution so thorough in culture and so fruitful of good!

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This single example is enough to prove the weakness of the assumption that the instruments of mind-training and hand-training are too incongruous to be associated. But it does not stand alone. Numberless institutions of the kind might be cited whose intellectual successes bear the same triumphant witness. Indeed they prove beyond question more than this. They prove that the alternation of hand-work with brain-work clarifies and strengthens the mind for its purely intellectual labors, as much as it endows the muscles with executive skill.

I have a few words to say on another related point. The innovation we are considering is certainly practicable. We *can* fit up work rooms in the school houses or in connection with them, and set apart a portion of the school time for the pupils to practice with tools. That is undeniable. It is equally clear that the hand-training thus acquired would be an immense social benefit. It would send our boys out into the world—yes, and our girls too, should they engage in it—with a far better outfit for the labors of life than would be theirs without it. And it would make numberless homes happier than they would otherwise be, through the applications of skill and ingenuity thus acquired, to their necessities and adornment. What then though there be an incongruity between the one thing and the other—between books and bench planes? Nay more than this; what though it could be proved that there is no intellectual bond whatever between hand-work and brain-work? Shall this singular good be foregone in consequence? What were the schools themselves created for? The public good. What justifies their support, at a vast annual outlay from the public purse? The social good they accomplish, nothing beside. Social good, productive of social order, content, happiness and peace.

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Universal education is provided for and fostered solely because knowledge is a better ally of good government than ignorance. The State would be robbing the taxpayer if it maintained the schools on any other ground. It was on this ground that singing was introduced into the schools—for its pure, elevating influences chasten the extravagancies of passion, soothe the miseries of affliction, bind heart to heart in bonds of tender sympathy, and carry sunshine into numberless homes. It is this that justifies the introduction of sewing; for that slight accomplishment will replace ragged unthrift with comely tidiness in many a home, and the little needle prove a magical sanative for a world of discomfort and discontent, those foes to peace and good order. And on this ground, if on no other, I plead for the introduction of hand-training into the schools. Enough that it will secure social advantages of incalculable value; and bless the individual while it serves the State.

A GROSS WRONG DONE BY THE CRITICS TO THE SCHOOLS.

I cannot bring these remarks to a close without expressing my profound regret—I should be justified in using a much harsher term—that the majority of the hostile critics of the public schools have been so false to the intelligence of which they boast, and to their own honor, as to charge,—which they do, directly or by implication,—that the character of the schools has deteriorated from the high standard which it used to maintain. Their readers are led to infer, if indeed it is not so asserted in terms, that whereas fifty years ago or more, an excellent system and excellent management prevailed, now disgraceful laxity in some details and still more disgraceful falseness in others is the established and approved rule of action. Some of the

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comparisons are even more accusatory and contemptuous than this. They impeach the motives of the teachers, and impute sinister purposes in creating and maintaining these defects.

It is not the first time that my indignation has been excited by this class of inexcusable falsehoods. It seems as though those who are defaming the schools had seized upon this invidious comparison with old times as a weapon which would inflict a poisoned wound, and hurled it at their victims without the slightest concern whether it were true or false. It greatly aggravates the wrong that at the present time the spirit of school authorities and teachers almost everywhere in the land is ardently enlisted on the side of reform: and unceasing effort is expended to secure the very best principles and methods of school management. Normal schools, fully attended, are annually sending forth into the common schools a class of well-trained teachers; teachers' institutes have become a prominent normal agency, in which bad methods are unsparingly condemned and good ones illustrated and commended by capable experts; educational associations hold frequent and enthusiastic conventions, in which the transactions are full of fresh, earnest, intelligent life and character; and the most subtle ingenuity is ever at work improving and multiplying appliances to aid instruction; and all that are valuable are eagerly utilized. There is not a single detail of method or management in which the schools of to-day are not far, very far, superior to those of former days. In fact, *the very defects of the schools against which the critics launch their fiercest anathemas are almost without exception the results of ill-advised but honest attempts to better their condition.* And in a large number of instances, which is constantly increasing, the existence of these defects has been painfully realized and expedients have been instituted

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to abolish them. All this is so conspicuous that the critics who have been blind to it should be heartily ashamed.

I am not writing at random about the former days. I do not draw on my imagination for my facts. Sixty years ago or more, I was a pupil in different public schools in Norfolk and Worcester counties, and my memory supplies my facts. Those schools were some of them annual, and some were the "three months in winter and two months in summer schools," so precious in the eyes of Mr. Hale, and I therefore possess comprehensive qualifications to pass a righteous judgment in the premises. Moreover, I taught various schools more than fifty years ago, and thus added to my experience of the provisions for old time education. And all I can say is, they were wretchedly poor in a comparative sense, from every point of view.

Indeed, if we take up the defects of the schools of the present day, wholly disregarding their merits, and compare them *with similar conditions*, as they existed from fifty to a hundred years ago, we shall see clearly how much better off present things are than those of the past.

1. First, *the loss of spontaneity and originality in the teachers*. I assert that there were never any to lose. College graduates, as cited by Mr. Hale, who taught here and there as a bit of by-play while studying for the law or the ministry, might exhibit these traits, but the professional teachers, save in rare instances, were as barren of any such graces as the naked branches of a girdled tree are of sap. If they had tendencies in that direction the purblind notions about instruction and discipline which prevailed in the community effectually prevented them from development. School keeping was held to be a matter of setting lessons, hearing them recited, and plying the cowhide or the ferule with wholesome Solomonic frequency. School work was as humdrum a piece of cast-iron formality as it

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is possible to conceive. Again, all schools were ungraded in their organization, and from the very nature of the case an ungraded school, if of any considerable size, must be repressive of spontaneity in the teacher, through the multiplicity of its recitations. The whole procedure is reduced to a hurried sequence of stereotyped questions and answers, the clock forever notifying that there will be scarcely time enough even for that. But as I have said, there was seldom any spontaneity to repress. The knowledge of the teacher was most frequently only slightly in advance of that of the pupil, and his ability an attribute of his muscles rather than of his brains.

2. *Overwork.* There was no fuss made about overwork in those good old times. Whereas *twenty-five* hours is now the week's school complement of time, the schools kept *thirty* hours a week then. Whereas annual schools now keep *forty* weeks per annum, the old time kept from *forty-six to forty-eight.* And we had our home stints to boot, which often occupied the whole evening until we were sent to bed. Perhaps, however, this comparison will not fully apply to girls. The education of girls, in general, was far less an object of solicitude in old time than now, and few girls of the well-to-do classes were sent to public schools.

3. *Regard for a pupil's sacred individuality.* Every old graybeard answers the assertion that there is less regard for a pupil's personal rights than there used to be, with an emphatic denial of its truth. The eloquent pleas put forth of late that the training of pupils in the schools should be in accordance with their individual characters and temperaments have opened up a vein of sentiment of which the old time school authorities and teachers took no account; of which, indeed, it may fairly be said that they had no conception. There was no delicate adaptation

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of treatment to character. There was but slight discrimination in regard to the motives to conduct. I smile at thought of the stolid indifference to any such regimen which characterized the old time discipline when I find it set in favorable contrast with the alleged inhumanity of the present. Humanity was at a discount. I remember that in a school I attended in Westboro', a pupil, a grown woman, was accustomed to fainting fits; and whenever she fell forward, insensible, from this cause, two stout young men pupils, on a signal from the master, took her up, one on either side, carried her out of doors and plumped her into a snow bank and returned to their places. When she came to, she humbly came in, took her seat, and went on with her work. This treatment illustrates the fine, sensitive regard for individual peculiarities and weaknesses which was common in the elder day. Some of the punishments, moreover, were actually barbarous. One of the most common was to condemn a culprit to hold a heavy book out horizontally at arm's length; and when the poor muscles and tendons, strained to agony perhaps, lowered the prescribed line of support, the master or mistress would give the elbow a smart crack underneath, perhaps hitting the "crazy bone," and so start the arm up to the horizontal again. I sympathize heartily with the crusade against the school methods which treat the pupils as though they were so many machines; but I revolt when an attempt is made to degrade the present by comparisons with the past. I know too much.

4. *Ventilation—Health.* Security for the health of pupils through a right adjustment of their atmospheric and other related conditions, is now a frequent topic of discussion. In this field the doctors revel; and of all the critics of the schools they are the most bitter and uncharitable. They accuse the teachers of the most horrible atrocities.

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The neglect of sanitary considerations, so they charge, is spoiling the eyesight of untold numbers of the rising generation, inflicting other grievous maladies and ruining their constitutions. One would suppose, to hear or read what the doctors say so fluently, that the poor teachers were so many ogres, who in diabolical cunning, had assumed the human form and secured their present positions in order to prey upon humanity with more widespread success than would be possible in any other way. The special point is that the doctors fulminate these charges as though this neglectful conduct of the teachers were the result of an epidemic outbreak of perversity, in strong contrast with all previous experience.

The simple truth shames this gratuitous detraction. Down to the time of Horace Mann not the slightest attention was paid to sanitary requirements in school houses or any other public structures. The buildings themselves had no fixtures or other arrangements for purposes of ventilation, there was no disposition of the seats of the pupils to favor their eyesight in reference to the light, and few teachers were admonished to extemporize means to supply pure air, when other means were wanting. So where there were abundant cracks and crannies there was perfect ventilation, but the children were often half frozen to death; and where the rooms were tight, the atmosphere was likely to be as noisome as that of a charnel house. Nobody gave attention to such affairs.

Horace Mann brought his indignant eloquence to bear on the abuse, and a reform was initiated which has gone steadily forward, until now there is not a school-house built, where a spark of intelligence has rule, as to which thought is not bestowed on all these points. It is the large extra cost alone of satisfactory provisions for ventilation which prevents their universal adoption, while the recently

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built school-houses in compact communities are admirably furnished with expedients to serve this end. The teachers, too, are enjoined to have ceaseless regard for this matter of ventilation, and I believe that they are seldom reckless of their duty. The light, also, is admitted so as to fall in the best way for the sight.

Let our communities and teachers be warned of their responsibility in these respects. It cannot be too often. But let it be with some regard for truth and justice.

HONOR, TO WHOM HONOR IS DUE.

There are in the United States nearly *sixty millions* of inhabitants. They are under a purely democratic government; a government "of the people, for the people, by the people." They are living from day to day, as a whole, in peace and good order. In the far West, on the confines of the organized settlements, there is a reign of wild barbarity; but it is only the tangled fringe of the outspread fabric of a healthy, self-respecting and aspiring civilization. The actors in those scenes of barbarity are for the most part abandoned wretches, whom the prevailing civilization has branded with infamy, and cast forth as unworthy of its guardianship. The country is governed by ideas; not by traditions nor by force. There is a standing army; but it is barely large enough to control belligerent and thieving Indians and the outlaws who congregate on the border; no citizen ever sees or fears the person or the arms of a soldier. The masses exult in their liberty, but respect the laws which secure it. The government performs its functions without friction or resistance, personal rights are jealously guarded, the offices of religion are respected. The motto plainly writ on all the places of business and labor is, "honest support through honest industry," and every true man is his own police.

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There must be vast moral forces at work to produce this result, as sublime as it is beneficial. It is no chance product of propitious circumstances. Nor does human nature, as the world has learned by sad experience, gravitate into such favoring realizations by an instinctive proclivity. Their immediate agencies show a quick vitality which can spring only out of vital and quickening influences. What are those influences, so quiet and unobtrusive, yet so all-pervasive and majestic, moulding and swaying the hearts of multitudes as though it were the heart of one? And which are superior in power and effect?

No doubt much is to be attributed to the habit of obedience to law and a dread of the consequences of its violation, transmitted from generation to generation. Many things in human life are what they are, simply because they have been so in the past. But this, having no inherent vitality, must, if left to itself, prove a steadily vanishing force; and no such evanescence is to be discerned.

Religion, its ministers and its offices, are to be credited as a potent factor in the great work. God be praised, this hallowed conservative agency is active to some extent almost everywhere in American society, and wields dominion over the passions of multitudes, restraining them from abuse of their freedom. But the truth must be spoken. It has not the hold which once it had over the hearts of men, for once it was supreme. Statistics, those emphatic witnesses, prove by comprehensive data,—such as the number of church members of all denominations, the number of seatholdings in the churches, the attendance on Sunday services and Sunday schools,—that only a minority of the people come within the circle of express religious influences, and accept the ministers of religion as their spiritual guides. We must look farther for the power which so moulds the hearts and consciences of

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Americans as to make them upright, orderly citizens, and to boast, as their controlling motto, "Liberty under law."

The homes of the land, where the little child lisps his evening prayer by his mother's knee, and parental authority, tempered by parental love, impresses on his soul, in abiding characters, a restraining sense of duty to God and his fellow men,—these pure, faithful homes are effective aids to social purity and good government. Once such homes were as manifold as the chimneys that carried the smoke of their firesides towards heaven, and their influence for good corresponded to their number. Alas that they should now be so comparatively few and their protective power so comparatively weak! Well we know, and it is one of the saddest things that tongue can utter or pen can write about the conditions of American life, that many of its homes have parted with the characteristics which once made them irresistibly powerful for good! The moral relations between parents and children, in the great majority of instances, have been directly reversed; parental authority has been emptied of vitality, and in literal truth the children rule the parents now. The wholesome restraints which once held children within due bounds are obsolete. The youth of both sexes are allowed participation in the amusements and festivities of their elders, or to institute the like for themselves, before they are fairly out of leading strings. They demand privileges which are painfully unsuited to their age, and they get them. Thus too many American homes are not what they ought to be, and therefore are feeble agencies for the public good.

One other force remains. It is THE SCHOOL; and especially, because vastly superior in number to all other schools, THE PUBLIC SCHOOL. Here we have the agency which, under the prevailing conditions of American so-

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ciety, has become the most powerful champion of law and order and the chief conservator of our free institutions. But when I speak of the school as a power, I mean of course that authority which gives to a school its character and life — its teacher! What a position is his! How constant, prolonged and boundless his opportunities for good! How his influence, for better or for worse, reaches every corner of society and leaves its impress on almost every living soul! The preacher in his pulpit, enforcing in glowing faith, the dictates of everlasting truth; the statesman on his throne of rule, executing the sovereign law with impartial fidelity; the merchant in his store-house, putting his honor and his conscience into his traffic; the mechanic at his bench, putting *his* honor and conscience into his work; the citizen at the ballot box, dropping into it the verdict of his intelligent patriotism; all these, and the representatives of all other occupations, deeds and hearts, were once seated, little children, in the school house, while the shuttle sped to and fro, to and fro, hour after hour, day after day, weaving the fabric of intelligence and character which was one day to clothe them upon with integrity and noble ambition to perform aright the duties of life. And it is the teacher who plies that shuttle and weaves that web!

His responsibility is momentous, his power is majestic; and it is exerted, spite of all errors, all defects, in the vast majority of instances, in conscious, earnest effort for the highest good of those committed to his charge. The model teacher, as my ideal pictures him, would rise above the standard with which public opinion is content. His credentials would not be comprised in a commonplace certificate of good character and the power to pass a creditable examination. He would be required to possess those high-toned elements of being which not only enable one to

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set a good example, but impel him to act as an aggressive spiritual force; for life only in one's self can beget life in others, and to build up high-toned character in his pupils is the priceless crown of a teacher's duty. But our communities do so much as this, for which let us be profoundly grateful. They elect teachers, for the most part, who represent the best elements of society; men and women of unsullied lives, virtuous principles, kindly hearts, and faithful purposes. These are admirable and measurably effective qualities; often we find also at work the better characteristics which I have set forth; and these together are effecting, year by year, the mighty and vital results for the national life of which I have been speaking.

And how should these workers, so essential to the public weal, be regarded? If responsibilities so vast, if influence so momentous, were to be accepted and deferred to as establishing a claim to respect and regard, there is not a class of persons in the community, no, not the judges upon the bench nor the ministers in the pulpits, who would enlist intenser sympathies and be held in greater honor. And when I reflect on the humiliating attitude in which, in their official relations, they are often placed by society, and on the abject slavery to which they are doomed by the statutes of the State in the prescriptions for their election and control, I blush for our dear old Commonwealth. Nothing at the present time so tarnishes her escutcheon and discredits her good name. Not only have school committees the power to dismiss a teacher at any time without assigning any cause — a salutary provision, perhaps, arbitrary as it may seem — but the tenure of office of a teacher can extend, at longest, only through a single year. The school committees are *compelled* by law to hold an annual election for all the teachers in their service. The effect is extremely prejudicial to the interests of edu-

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cation. It not only humiliates the teachers but not seldom compromises the integrity and justice of school committees themselves. It gives opportunity to malignity to compass the discharge of excellent teachers who have incurred its displeasure, and to intriguing selfishness to secure the employment of relatives and favorites over the heads of employes who have worthily executed their duties; and such performances are not uncommon. This is not the worst of the damaging effects of this unseemly law. It is this alone which prevents teaching from being regarded by public opinion as an established profession, like the law and the ministry, to be held in proportionate respect; and it deters numberless capable, cultured, aspiring persons from engaging in a service, as a life work, which is weighted down with so many shames and uncertainties.

All highminded, self-respecting school committees will unite in pleading for a modification of this injurious statute; and may there be a corresponding spirit in the legislature thoughtful and independent enough to effect it.

It is one of the merits of the New Bedford School Committee, which have rendered my position as their officer one of ceaseless satisfaction and confidence, that their treatment of the teachers in their employ has been uniformly characterized by a considerate regard for their feelings and interests as well as for their rights.

Respectfully submitted.

H. F. HARRINGTON,
Superintendent of Schools.

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THE TRUANT OFFICER.

Mr. Nathan L. Paine, our truant officer, submits the following statement of his doings the past year:

Number of families visited,	300
Number of truants arrested and sent to Truant School,	25
Number of children personally interviewed,	1200
Number put on probation,	12
Number at present in the Truant School,	17

I cannot more truthfully report my opinion of his merits, than by repeating my commendation submitted last year:

"He is exceptionally successful. He is as keen in his mental appreciation of the peculiar circumstances of each case which comes under his supervision, as of mingled energy and kindly feeling in carrying out his determinations. Every complaint of truancy made by the teachers is immediately and conclusively attended to, the children due at school from the mills are systematically looked up and disposed of, and instances of suffering or deception are thoroughly examined. Instead of criticism on any failures, I can only express my gratitude for his efficient aid. I rely upon his judgment more than my own in all doubtful cases."

Respectfully submitted.

H. F. HARRINGTON,
Superintendent.

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List of Teachers and their Salaries.

FEBRUARY 1, 1885.

HIGH SCHOOL,	Charles P. Rugg,	$1,900
	C. T. Bonney, Jr.,	1,600
	Sarah D. Ottiwell,	800
	Lizzie P. Briggs,	800
	Lydia J. Cranston,	800
	M. E. Austin,	800
	Lucretia N. Smith,	800
	Annie Commerford,	700
	Carrie E. Hatch,	600

GRAMMAR SCHOOLS.

FIFTH STREET,	A. F. Wood,	1.700
	M. A. Kane,	550
	Sarah A. Carr,	550
	Sarah E. Stoddard,	550
	Mary E. Allen,	550
	L. Macreading,	550
	M. A. Macy,	550
	E. J. Ashley,	550
	Lizzie Brightman,	550
	A. F. Sullivan,	550
	K. N. Lapham,	550
	Jeannette Hunter,	550
	H. L. Hadley,	500

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MIDDLE STREET,	G. H. Tripp,	1,700
	Catherine Commerford,	550
	Jane E. Finkill,	550
	M. R. Hinckley,	550
	H. C. Arey,	550
	C. Vincent,	550
	Agnes J. Dunlap,	550
	Mary A. Brownell,	550
	Hattie Hart,	500
	Mabel Cleveland,	525
	Mary Raymond,	400
PARKER STREET,	Chas. E. E. Mosher,	1,700
	Eliza J. D. Shepherd,	550
	Martha A. Hemmenway,	550
	Helen M. Gordon,	550
	Drusilla W. Sears,	550
	Mary A. Codding,	550
	Sarah L. Spare,	550
	S. Flora Spare,	550
	A. L. Jennings,	550
	Emma Shaw,	550
	Anna Braley,	450

PRIMARY SCHOOLS.

LINDEN STREET,	Elizabeth P. Spooner,	550
	Lucy S. Leach,	475
	Isabella Luscomb,	475
	Mary E. Sturtevant,	475
MERRIMAC STREET,	Sarah H. Hewins,	550
	A. West,	475
	I. Foster,	475
	H. J. Kirke,	425
	Lucy B. Fish,	475

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MAXFIELD STREET,	Mary B. White,	550
	Sarah E. Field,	475
	Annie E. Pearce,	425
	Bessie Nash,	375
CEDAR STREET,	Annie S. Homer,	550
	Judith S. Macomber,	475
	Abby D. Whitney,	475
	S. S. B. Thomas,	475
	Emma B. Allen,	375
KEMPTON STREET,	Eleanor Commerford,	550
	A. T. Richmond,	475
	Bessie P. Peirce,	475
	Kate Cleary,	475
	Ida G. Howard,	375
FOURTH STREET,	Sarah H. Cranston,	550
	S. E. Sears,	475
	Eliza H. Sanford,	475
	Nancy H. Brooks,	475
	Clara B. Watson,	425
	Helena Kennedy,	375
DARTMOUTH STREET,	Isadore F. Eldridge,	550
	M. Eva Schwall,	475
	Sara H. Kelley,	475
	Annie Carpenter,	425
WILLIAM STREET,	Abby F. Bryant,	550
	A. Lincoln,	475
	Mary J. Graham,	475
	Annie L. Edwards,	375
ARNOLD STREET,	Susan M. Tompkins,	575

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GROVE,	J. C. Thompson,	550
	S. E. Tuell,	475
	Hattie Finlan,	475
	Nellie Davis,	475
	Annie O'Conner,	400
ACUSHNET AVENUE,	J. E. Gilmore,	550
	S. E. Kirwin,	475
	Mary J. Eldridge,	475
	Minnie E. McAfee,	475
	Susie Lucas,	475
	Marianna Richmond,	425
	Emma A. McAfee,	375
	Clara C. M. Gage,	375
	Hattie S. Damon, per week,	8
CEDAR GROVE ST.,	Carrie L. Wing,	550
	Emma C. Nash,	450
	Lucy F. Clarke,	450
	Carrie Shaw,	375

COUNTRY SCHOOLS.

ACUSHNET,	C. C. Carr,	700
	M. F. Sylvia,	500
	Selene Sherman,	300
ROCKDALE,	E. S. Wordell,	500
CANNONVILLE,	Jennie S. King,	444
	May L. Petty,	400
CLARK'S POINT,	Lillie B. Allen,	475
NORTH,	Mary Ashley,	425
PLAINVILLE,	Ruth A. Allen,	350

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MILL SCHOOLS.

		Per week.
North Mill School,	Emma R. Wentworth,	$15.50
	A. J. McFarlin,	11.50
	A. P. Underwood,	11.50
Cen. Mill School,	L. J. Remington, $14 per week.	
A. Cumming, teacher of Drawing,		$1,650
F. L. Diman, teacher of Music,		1,200

SEWING TEACHERS.

Carrie Richmond,	500
Eliza Smalley,	375
Gertrude Leonard,	375

EVENING SCHOOLS.

		Per week.
South School,	Oliver W. Cobb,	$10.00
	Frank Kennedy,	7.00
	Mrs. S. C. Whelden,	7.00
	Mrs. Kate Johnson,	7.00
	Chella Carpenter,	7.00
Central School,	Mrs. S. W. Wilde,	10.00
	Cora Cleveland,	7.00
North School,	Francis J. Riley,	10.00
	Nathaniel W. Gifford,	7.00
	Stephen A. D. Brady,	7.00
	Lillie C. Tillinghast,	7.00
	Hattie S. Damon,	7.00
	Sarah W. Almy,	7.00

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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE

SUPERINTENDENT'S ANNUAL REPORT,

For the Year 1885.

NEW BEDFORD:
E. ANTHONY & SONS, CITY PRINTERS.
1886.

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REPORT.

By direction of the School Committee, I submit to our fellow-citizens the following report for the year 1885.

STATISTICS OF THE SCHOOLS.

I. POPULATION.

The population of the city (census of 1880) was	26,875
School census, May, 1883, (children between 5 and 15 years of age,)	5,131

The whole number of different pupils enrolled during the year has been 4933. About 250 were withdrawn at the beginning of the present term to attend the new south Parochial school; yet the attendance during the term has been 4683, against 4640 last year. This exhibits the city's rapid growth.

II. SCHOOLS.

High,	1
Grammar,	4
Primary,	13
Country,	6
Mill,	2
Farm,	1
Total,	27

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III. SCHOOL BUILDINGS.

Number of buildings owned by the city,	25

ROOMS USED FOR SCHOOL PURPOSES.

High,	15
Grammar,	39
Primary,	56
Country,	9
Mill,	5
Drawing,	1
Farm,	1
Total,	126

IV. TEACHERS.

High school,	10
Grammar schools,	38
Primary schools,	55
Mill schools,	4
Country schools,	9
Special teachers,	5
Farm school,	1
Evening schools,	10
Total,	132

V. PUPILS. (FALL TERM, 1885.)

Whole number of all ages in

	GIRLS.	BOYS.	AGGREGATES.
High school,	199	124	323
Grammar schools,	796	729	1,525
Primary schools,	1,155	1,117	2,272
Country schools,	143	115	258
Mill schools,			275
Farm school,			20
Total,			4,683

Against a total of 4640 last year.

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NUMBER OVER FIFTEEN YEARS OF AGE.

High school,	263
Fifth street,	28
Middle street,	33
Parker street,	26
Acushnet,	2
Arnold street,	1
Total,	353

Number under five years of age, none.

INCREASE OR DECREASE IN THE SEVERAL DEPARTMENTS.

High school, (increase,)	99	
Grammar schools, (increase,)	100	
Primary schools, (decrease,)		126
Country schools, (decrease,)		2
Mill schools, (increase,)	25	
Farm school, (decrease,)		3
	224	131

Aggregate increase, 95.

AVERAGE NUMBER BELONGING.

High school,	318
Mill school,	275
Grammar schools:	
Parker street,	477
Middle street,	398
Fifth street,	580
Total for Grammar schools,	1,455

Against a total of 1361 last year.

Primary schools:	
Cedar Grove street,	184
Linden street,	125
Merrimac street,	183
Cedar street,	195
Maxfield street,	136
Kempton street,	174
Fourth street,	183
Arnold street,	35
William street,	138
Dartmouth street.	162

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Grove,	175
Acushnet avenue,	291
Total for Primary schools,	1,981

Against a total of 2153 last year.

Country schools:

Acushnet,	74
North,	31
Rockdale,	23
Plainville,	17
Cannonville,	63
Clark's Point,	35
Total for Country schools,	243

Against a total of 238 last year.

AVERAGE ATTENDANCE.

High school,	303
Mill schools,	91

Grammar schools:

Middle street,	382
Fifth street,	553
Parker street,	448
Total for Grammar schools,	1,383

Against 1281 last year.

Primary schools:

Cedar Grove street,	160
Linden street,	116
Merrimac street,	166
Cedar street,	182
Maxfield street,	129
Kempton street,	162
Fourth street,	170
Arnold street,	34
William street,	125
Dartmouth street,	151
Grove,	166
Acushnet avenue,	275
Total for Primary schools,	1,836

Against 2095 last year.

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Country schools:	
Rockdale,	23
Acushnet,	69
North,	25
Plainville,	15
Cannonville,	54
Clark's Point,	33
Total for Country schools,	219

Against 213 last year.

PER CENT. OF ATTENDANCE.

High school,	96
Grammar schools,	95
Primary schools,	92.5
Country schools,	88

REGULARITY OF ATTENDANCE.

Whole number of Absences and Tardinesses (Half-Days) during the Fall Term, Sixteen Weeks in Length, in the

	ABSENCES.	TARDINESSES.
High school,	[days,] 1,056	368
Grammar schools:		
Fifth street,	3,935	457
Middle street,	2,332	298
Parker street,	4,078	389
Primary schools:		
Cedar Grove street,	3,222	165
Linden street,	1,315	124
Merrimac street,	2,219	228
Cedar street,	1,675	142
Maxfield street,	850	178
Kempton street,	1,582	224
Fourth street,	1,661	154
Arnold street,	201	41
William street,	1,606	330
Dartmouth street,	1,333	150
Grove,	1,273	270
Acushnet avenue,	1,766	167

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Country schools:		
Acushnet,	627	96
North,	——	—
Rockdale,	——	—
Plainville,	277	23
Cannonville,	1,337	170
Clark's Point,	——	—

THE GRADED SCHOOLS.

Number in the several Grades.

High school:	
First grade,	52
Second grade,	57
Third grade,	87
Fourth grade,	127
Grammar schools:	
Fifth grade,	183
Sixth grade,	236
Seventh grade,	266
Eighth grade,	340
Ninth grade,	388
Primary schools:	
Tenth grade,	430
Eleventh grade,	477
Twelfth grade,	572
Thirteenth grade,	793

COST OF INSTRUCTION PER SCHOLAR.

The statistics of this table, in conformity to the statute, include hire of teachers, fuel, care of school-houses, books furnished by the city, and supplies in general, except those from the income of the Howland fund. The basis of computation is the average number belonging to each school. The term "care of school-houses" includes only the salaries of janitors.

The cost of maintenance of each scholar in the High school for the year has been,	$34.80
Grammar schools:	
Parker street,	19.00
Middle street,	20.76
Fifth street,	18.15

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Primary schools:	
Cedar Grove street,	13.51
Linden street,	15.00
Merrimac street,	15.40
Cedar street,	10.60
Maxfield street,	20.20
Kempton street,	15.63
William street,	16.74
Fourth street,	17.87
Arnold street,	21.54
Dartmouth street.	15.94
Grove,	16.13
Acushnet avenue,	16.63
Country schools:	
Acushnet,	22.71
North,	17.90
Plainville,	24.80
Rockdale,	25.25
Cannonville,	16.58
Clark's Point,	19.70

The average cost of maintenance of a Grammar scholar has been	$19.30
Of a Primary scholar,	16.26
Of a scholar in a Country school,	21.14
Of a scholar in the Mill school,	13.00

No just comparisons can be instituted, based on this table, as to the degree of economy exercised in the different schools; the circumstances of the various schools are so different. Some schools have a much smaller number of scholars to a teacher than others, and this circumstance greatly increases the comparative cost per scholar. Still again, the methods of heating some of the school-houses involve a much greater expense for fuel and oversight than is the case with others, with similar results as to the comparative cost.

Respectfully submitted.

H. F. HARRINGTON,
Superintendent.

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EXPENDITURES.

The committee on expenditures herewith submit their annual report, as follows:

RECEIPTS.

Appropriation for teachers' salaries,	$70,000.00	
Schools, incidentals, including text-books,	22,000.00	
Repairs of buildings,	4,500.00	
Thompson street school furnishings,	3,125.00	
Dog fund,	1,066.26	$100,691.26

PAYMENTS.

For teachers' salaries,	$68,543.29	
School incidentals, including text-books,	21,721.62	
Repairs of buildings,	4,499.56	
Thompson street school furnishings,	1,999.32	
Rent and janitor for superintendent's office, writing-master, and repairs to steam boilers,	1,066.26	97,830.05
		$2,861 21

BALANCES.

Teachers' salaries,	$1,456.71	
Schools, incidentals,	278.38	
Repairs of buildings,	.44	
Thompson street school furnishings,	1,125.68	$2,861.21

DOG FUND.

Balance to credit, Jan. 1, 1885,	$783.27	
Received, Feb. 18, 1885,	694.46	
	$1,477.73	
Expenditures as above,	1,066.26	
Balance to credit, Dec. 31, 1885,		$411.47

There has been received from non-resident pupils $562.70, which has been paid by your committee to the City Treasurer and credited to unappropriated funds, whereby it was lost to the committee.

For the committee,

WM. H. MATHEWS, Chairman.

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HIGH SCHOOL REPORT.

Mr. Chairman and Gentlemen of the School Committee:

One of the most important facts in connection with the High school, of late years, has been its increase in numbers. For several years prior to 1882 it had been nearly at a standstill; those entering merely making good the number leaving. But every year since that period there has been an annual increase, until it numbers at the present time nearly thirty per cent. more than it numbered then.

In the Fall term of 1882 there were 245 pupils; in the same term of the year 1883 there were 262; in 1884, 284; and at the corresponding time of the present year, 317. This enlargement was confined at first to the entering class. Two teachers only have been thought necessary for that grade in former years, but in the Fall of 1883 an additional teacher was appointed and the grade sub-divided into three classes instead of two.

The forces operating to increase the number of the entering class have proved effective in retaining the pupils longer in the school, so that the enlarged numbers, progressing upwards, have at length reached the most advanced grades, and there are at present in the second grade 57 members, and in the first grade 51. The increase for the present year amounts to 33 pupils, which is above the maximum usually allotted to form an entire class in high schools of repute; and as it mainly affects the upper grades, it has occasioned serious difficulties. It called forth from the superintendent a communication to the school committee, in which he maintained that it was impossible for those grades to be properly taught if the school should preserve the same organization and be limited to the same teaching force, however devoted and faithful the teachers might be. He detailed the studies

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which he considered to be injuriously affected, and proposed two measures which, combined, seemed to offer an escape from the difficulties. These were the distribution of the work of instruction among the teachers as specialists, and an addition to the teaching force. He instanced this additional particular in which the increase of numbers detracted from the efficiency of the discipline of the school. It imposed on the principal so engrossing a duty in the instruction of classes, as to prevent him from doing justice to the general interests of the school. The communication was referred to the High school committee by the board, and they gave to it prompt and thoughtful consideration. The proposition it contained, — to change the organization of the school as far as relates to the upper grades, so that instead of the classes being placed severally under a teacher who has charge of all its studies and is constantly associated with it, having it under exclusive control, each of the teachers shall be confined to a single subject of study, which is therefore to be taught in all the classes, bringing each teacher from time to time in connection with all, — has long been favored by members of the school committee, and secured the unanimous support of the High school committee.

The other proposition of the superintendent, that an additional teacher should be appointed, was seriously considered, but the committee hesitated to favor it because of the increased expense it would involve. They trusted that the change in the organization of the school would prove so advantageous as to obviate such a necessity.

Accordingly, after modifying the superintendent's proposition to make the teachers specialists so that it should apply to the three upper grades instead of two only, they unanimously recommended its adoption by the school Board. The Board legislated accordingly, and the new plan was immediately put into operation by the High

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school committee. They assigned the sciences to Mr. Rugg, the mathematics to Miss Ottiwell, the English language and literature to Misses Cranston and Commerford, the modern languages to Miss Briggs, and the classics to Mr. Bonney.

This arrangement progressed so smoothly in the main as to demonstrate its superiority to the old, and to justify the expectations which had been centered upon it. But it also developed the inadequacy of the teaching force to cope successfully with all that is to be done. It proved that certain of the studies would be neglected or only superficially attended to, and the teachers overworked, while the principal would be subjected to a more engrossing range of duties than before. There was nothing for the committee to do but to report the facts to the board. They did so, unanimously recommending that an additional teacher be appointed to the school. The recommendation was adopted by the board. It was voted that the teacher to be elected should be a man, and the High school committee was directed to report to the board, after careful consideration, the names of two candidates, from whom a selection might be made. At a meeting of the board held on the 22d. inst. the required report was duly submitted, with the result that Mr. Nathaniel Hathaway, of this city, was elected to the position.

Meanwhile Miss Anna Commerford, one of the High school assistants, resigned, and this important vacancy was referred to the High school committee to report. The committee, after careful consideration, reported the names of Emma H. Wheeler and Annie W. Braley as qualified to fill the vacancy. The board elected Miss Wheeler.

Respectfully submitted.

I. S. CORNISH, Chairman.

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REPORT OF THE COMMITTE ON GRAMMAR SCHOOLS.

The Committee on Grammar schools will not indulge in any stereotyped commendations of the schools which have been under their charge. They are happy to say as much as this, that no untoward circumstances have occurred to interfere with the purposes and methods of instruction, and that the interest felt by the committee in the performance of their duties has been cordially and earnestly responded to by the principals of the schools and their assistants. This of itself is a surety that the work of the schools has been going forward in a creditable way.

The chief topic of remark in last year's Report, in this connection, was the basis on which the newly instituted system of conferring diplomas on the graduating classes had been put in operation; and the subject is of sufficient importance to claim some further notice. The basis of candidacy for the diplomas was very broad at first. The only requisitions were that the pupil should have devoted himself faithfully to his studies and have sustained a good moral character.

This did not wholly satisfy the committee. They desired to have the diploma operate more directly as a stimulus to exertion with those who might otherwise be listless and indifferent. They reasoned that the honor must cost something in order to be considered worth something. Therefore they determined to demand a certain degree of positive scholarship in order to secure a diploma. At the same time, they resolved to put the required per cent. at so low a point as not to discourage those who, through adverse circumstances or inferior capacity, could not expect to distinguish themselves by superior attainments. The standard of scholarship was therefore established at 73 per cent., to be obtained as the average of

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attainment in three written examinations (one in each term) in all the studies, upon questions dictated by the committee and marked by them. This was thought to be a fair basis for all.

The examinations were held accordingly, and carried out with care and completeness. Not only were the results tabulated to serve the special object in view, but also to exhibit the standing of each school in each separate branch of study, and thus to enable the committee to draw conclusions in various particulars bearing on the current work of the schools. A great deal of information was gained by this means, in reference to their condition and management.

The committee therefore found reason for satisfaction that the examinations had been instituted just as they were. At the same time it is to be admitted that they did not prove altogether satisfactory. They did not commend themselves as a permanent institution, in their existing shape, to either the committee or the teachers. To most of the teachers affected by them they were especially offensive. These argued that if they were to be continued, without some comprehensive modification of the requirements of study, — if the mass of details in the text-books were all to be included in their range, — they would inevitably be prepared for, through systematic cramming, to a greater or less extent, no matter how independent of low incentives the teachers might determine to be. The influence of such periodical tests looming up continually before the anxious mind would be irresistible, and the whole tone of instruction would be lowered in consequence. They further argued that, as fully tested by similar experience in former years, the stimulus which would be given to ambitious competition and morbidly anxious endeavor would prove detrimental to the health of delicately organized, sensitive pupils; and furthermore, that gross injus-

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tice would be done to two classes of pupils, — those, first, whose faithful industry would be deserving of the highest praise, but whose limited ability would surely prevent them from attaining so high an average as 73 per cent., and those whose domestic situation or feeble health forces them to be often absent from school.

The Grammar school committee have not been insensible to the force of these objections. They have received due attention, and been referred to a sub-committee for the deliberate consideration which the subject demands. Some modification of the measure will doubtless be decreed, but to what extent cannot now be stated. This, however, may plainly be said, that while it may be held to be indispensable that the schools should be subjected from time to time to critical tests of their efficiency, and while it is very desirable that the diploma should be regarded as valuable enough to be striven for in a contest which will stimulate ambition, the teachers and friends of the pupils may rest assured that these objects will be compassed without inflicting injustice upon any, or compromising the lofty standards of instruction which we are resolute to maintain.

It is of great importance, in every point of view, that the forms and the simpler definitions and problems in plane geometry should be familiar to grammar school pupils. Problems in arithmetic and studies in drawing both require them, and they are often referred to in the reading lessons. Nearly all that we have in mind in this reference to the subject is learned in the primary schools, and the simple demand made of the grammar schools is to continue and enforce that knowledge. A few minutes attention from time to time will accomplish it, but by some of the teachers the matter is overlooked. With the approbation of the board, the Grammar school committee pro-

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pose to make this exercise a specific requirement not to be neglected.

The opening of the Thompson Street school-house adds another to our list of grammar schools, and is a striking evidence of the rapid growth of the city in late years. Four full classes have been detached from the Fifth Street school to constitute this new-comer, yet the parent school retains its normal complement of ten classes. With a beautiful and convenient school-house and the desirable appurtenances which we have been happily able to furnish, Mr. George Rugg, the lately elected principal, begins his work under very favorable circumstances, and we wish him the utmost success.

While saying these things about the school it is proper to mention that it is not exclusively a grammar school. Two classes occupy a portion of the lower story, which have been drafted from neighboring and overcrowded primary schools for their relief. All are under the supervision of Mr. Rugg, and we confidently predict for them a prosperous future.

For the Grammar school committee,

FRED. A. WASHBURN, Chairman.

REPORT OF THE COMMITTEE ON PRIMARY SCHOOLS.

The primary schools of the city comprise 2272 pupils, divided into 55 classes, under the tuition of 56 teachers, and concerning them I am enabled to report most favorably.

In last year's annual Report I instanced some particulars in which the committee felt that the condition of our primary schools might be improved. I am happy to be able to say that the defects referred to have been obviated by legislation during the year now closed.

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The most important of these related to the fact that inexperienced young persons were often put into service as teachers without the slightest regard to the fact of their inexperience, so that they were left to acquire a knowledge of a teacher's duties at the expense of the pupil, through a series of trials and mistakes. This was a state of things entirely inconsistent with our principles and our ambitions in reference to our schools. The board appreciated the force of the representation of these facts, and in accordance with a previous suggestion have enacted that no inexperienced person shall be employed as a teacher who shall not have had ten weeks service in our schools without pay, as assistant to experts in our school corps, so that a measure of practical knowledge may be acquired before being intrusted with the entire responsibility of a teacher's position. The measure has gone into effect, under explicit and stringent regulations, and can be productive of nothing but good.

Another point which was brought to the notice of the board in last year's Report was the arbitrary manner in which pupils, who had completed their full year in any one grade, were often deprived of advancement to the next higher grade. In this case, as in the other, wise legislation, we trust, has checked the evil. It has been enacted by the board that the classes are to be advanced, in mass, from grade to grade, through the whole school organization, and that no pupil is to be kept back without a report of the case to the superintendent, specifically stating its merits, that it may be subject to examination and revision.

A third point noticed in last year's Report, was the lack of sufficient accommodation in some portions of the city. I am happy to say that the new Thompson Street schoolhouse has furnished the necessary relief in the south part of the city. This would not have been the case, how-

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ever, had not the Parochial school at the south end taken off the excess from the Grove school. But for that, the Thompson Street house would have been already overrun. It is very difficult to keep pace with the needs of a rapidly growing city.

Two primary classes have been established in the new house. There is room for two classes more, and the Acushnet Avenue house has still many more than it can conveniently provide for. But the parents of the pupils have a very unaccommodating habit of selecting homes without consulting the school committee as to where they had better establish themselves. About 90 per cent. of the pupils in the Acushnet Avenue school live to the northward and eastward of the school-house, too far to be transferred to the Thompson Street house. The Committee on Primary schools is struggling with the problem what to do in this state of things.

To relieve the pressure at the Cedar Grove Street school, an additional room for its service was obtained from the Mill school, and this sufficed for the remainder of the last school year. But there has been a rapid growth in the population east of the Old Colony railroad, and the beginning of the present term found the school again overcrowded. Pupils of the tenth grade were transferred to the Linden Street and Merrimac Street schools, and a class organized in the lower corridor as before. This will serve only for the present. This is the only school-house in the vicinity. The distance to the Linden Street and Parochial school-houses is so great, coupled with the dangers attending the crossing of the railroad, that no pupils under the tenth grade are likely to be sent to those schools. The time will therefore come in the near future when the question will seriously press upon the minds of the committee, whether because of the needs of the primary

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school, the Mill school must not be dislodged and stationed in other quarters.

Respectfully submitted.

ISAAC W. BENJAMIN,
Chairman.

MILL SCHOOLS REPORT.

Mr. Chairman and Gentlemen of the Committee:

As chairman of the Committee on the Mill schools, supported by the whole sub-committee, I have been, and still am, strenuous to obtain such a modification of the rules by which the mill schools are regulated, as would make their terms and vacations correspond with those of other departments of schools, and I trust the incoming board will agree with us.

I believe in giving a good hearty rest, from time to time, to the poor hard-worked children who make up the complement of those schools, as well as the more favored children who are not forced to give a portion of their childhood to labor. I have not been convinced by the arguments that have been advanced in opposition to the plan; but they have had sufficient weight with the board to negative the efforts I have put forth in this behalf. Something, however, has been gained over the old system, which required a continuous school the whole year round, except when, now and then, a holiday occurred. There are now four terms of twelve weeks each, with a week's vacation between every two terms. This is a relief to both pupils and teachers, but does not give all the rest which is required.

The average number of pupils in the schools is smaller than it used to be, when children could be employed at ten years of age. None can be certificated for service in the mills or elsewhere, at the present time, until they have

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reached twelve years of age. The intervening time, therefore, must be spent in continuous schooling in the graded schools. But the usefulness of the school has not been diminished, for there are just as many children at work in the mills as before, and as the mill schools undergo an entire change of pupils nearly four times a year, all the children in the mills and other places of labor, between the ages of twelve and fourteen years, are to be considered as members of the schools, to the number of between three and four hundred. To take the average attendance as a basis for an estimate of the aggregate attendance would be unjust.

I would call attention anew to the peculiar service which these schools are rendering, not only to the pupils, but to the graded schools and the community also; for I do not think their value can be overestimated. In the first place, if all these pupils, in default of the existence of this class of schools, were compelled to attend the regular schools in those parts of the city where they have their homes, it would greatly detract from the benefit they now receive from their schooling; for as I remarked last year, they would have to be classed with those who are expecting to spend several years continuously in a progressive course of study, and could not receive the kind of instruction which would be most to their advantage. But in the mill schools they are carried forward in study from just the point where their education is most defective, and are confined to subjects which will be most to their advantage.

Again, it is of incalculable benefit to the graded schools that the mill schools should exist. If the children from the mills were to be dropping into the graded schools continuously, when their seasons of work might be over, ranging as they do through the various stages of acquirement, beginning with the direst ignorance, all nicety of grading would be lost, all power of orderly progress de-

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stroyed; and what is of more serious consequence, large boys and girls would have to be classed with little children, to the great detriment of their morals and discipline.

I earnestly trust, now that I am about to cease my connection with the school board and my special oversight of the mill schools, whose interests I have carefully studied, that they will have for guardians, to replace those who now drop out, those who will become so familiar with their work and their influence as to appreciate their value.

A few more words on a point of interest and importance. There are two unoccupied rooms in the new Thompson Street school-house. It is within easy distance from the homes of those who attend the south Mill school, now kept in the High Street school-house. It is nearly as far for the Potomska and Acushnet working children to make their way to High street, as it was for the Wamsutta and Grinnell children to reach the same locality. There was a ceaseless outcry against the hardship the latter had to undergo in doing so, and to prevent it was one strong argument in favor of erecting the Cedar Grove Street school-house. Now these arguments apply with equal force to the members of the south Mill school in relation to the continuance of their school in its present location, for convenient quarters are at hand for their accommodation. The school is comparatively small, but it would doubtless be increased by the change. It will cause no difficulty from association with the other schools in the building, and I commend this just and feasible change to the consideration of the incoming board.

For the Committee on Mill schools,

I. S. CORNISH, Chairman.

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REPORT OF THE COMMITTEE ON THE TRUANT SCHOOL.

The number of committals to the Truant school has been considerably less during the current year than the year previous, being seven only. The greatest number in the school at any one time has been twenty, which occurred at the beginning of the year. The number at present in the school is fifteen.

The committee have found Miss Nelly Chase, who was elected teacher of the school early in the year, very faithful in her work, and the school has moved along smoothly without any defects or irregularities to cause them special anxiety or care.

We have heartily sympathized with the previous committees on the school who have so earnestly pleaded that the boys might be furnished with the means of hand training, so that during the time not employed in the schoolroom they would be so instructed as to acquire habits of industry, and confidence in their ability to do something for themselves when they should go out into the world. This would tend to inspire honorable ambition, and to reform the evil habits they may have fallen into. Authority was obtained from the board, so far as that body has power in the premises, to employ a male teacher, who should have charge of the boys out of the schoolroom as well as in it, and who should be competent to give daily lessons in the use of mechanical tools. The mayor and aldermen, in whom the chief power centres, since the school is under their exclusive control, (except that the school committee elect the teacher and determine the salary,) gave their cordial support to this plan by voting a sum sufficient to secure, as was supposed, such a man as the committee had in view. The persistent efforts of the committee, however, were unsuccessful in securing the

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right sort of a man, and no further attempt has been made in that direction. But a modification was suggested by the committee, and authorized by the board, to the effect that a competent mechanic should be engaged to give instruction to the boys once a week, on Saturday, in the use of mechanical tools. The committee on the Howland fund was directed to make provision for such instruction by an appropriation for the purchase of the requisite tools and appliances. We were able to secure the services of Mr. D. J. Russell, an ingenious and thorough workman, and the experiment is now in progress. The boys are divided into small classes of three or four each, and each class is taught from an hour to an hour and a half; Mr. Russell being of the opinion that the best results will be obtained in that way. It is not all that could be desired, and while we regard it as an experiment, we have every reason to believe that, as far as it goes, it will prove a success.

But the best we can do for our school in this direction, when we take into view its imperfect environments and conditions, cannot fulfil the duty of the city to the unfortunate youth who make up the membership of the school. They need something more complete, more winning, more like the comforts and elevating influences of a pure and attractive home. Many have looked hopefully forward to the establishment of a county school, that would supply those reforming appliances which our city school so sadly lacks. But a county school, for the present at least, is out of the question. The statutes intended to secure such a school have been fully complied with. Two cities (New Bedford one of them) and several towns have demanded its construction of the county commissioners. They have no alternative but compliance or to defy the statutes. The latter — since no penalty is attached — they have determined to do. The question of humanity goes for nothing in competition with the question of cost. A hearing has

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been had before the commissioners and the question pressed, but to no effect. So Fall River and Taunton must go on sending their truants in among the degraded occupants of those *philanthropic?* institutions, the almshouses, unless they establish truant schools, and we must be satisfied with our own. Scores of boys and girls will gravitate steadily to the bad, under such influences, and help at length to people the jails and state prisons; but the money cost of a county school will be saved!

Respectfully submitted.

HENRY W. BRALEY, Chairman.

EVENING SCHOOLS.

As the time approaches for the annual Report of our committee, we are pleased to find cause for congratulation, on many accounts, in connection with the work of the evening schools.

We have sustained three evening schools this year, in place of two previously held, a change that was indeed inaugurated last year, but which, for various causes, had to be abandoned in the middle of the term. This change was found to be necessary and wise, in order to accommodate scholars in the north, central, and south parts of the city.

The schools were opened October 6th, with the comparatively small attendance of 40 at the north school, 16 at the central, and 53 at the south school. The previous year we commenced with about 94 at each of the two schools. The cause of this decline was partly from a regulation of this committee that for the first two weeks only those over fifteen years of age should be admitted, and partly from church services held every evening for the first three weeks in the north part of the city.

The average attendance of scholars in these schools has

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increased this year from 129 to 162; while for the same month last year it *decreased* from 180 to 103. We cannot enforce the same regularity of attendance as in the day schools, but there has been, and continues to be, great improvement in this respect.

We have endeavored to make it perfectly plain that the evening schools are for those who desire to profit by them; that their interests *alone* will be considered by the teachers, and that those who come for any other purpose have speedy leave to withdraw. The attention to study and the progress made by many of the pupils have been very gratifying to the committee, exceeding their anticipations and well repaying their labor for the schools. The grade is steadily rising, and we do not hesitate to pronounce the evening schools in our city, thus far, a success.

It is impossible to estimate the influence of simply removing the south evening school from the basement of the Acushnet Avenue school-house to the ground floor of the Fifth Street school-house. The character of the work seemed to rise simultaneously with the physical position. We shall never see that school again as it was; and it is a satisfaction to reflect that we never desire to. Its former locality was a good place "to emigrate from."

The change from five evenings per week to four evenings has no doubt contributed to the regularity of the attendance, and we should not forget that the most of the pupils work in the mills and elsewhere all the day, and need some time for recreation. The Christmas vacation will be coincident with the vacation in the day schools, causing thereby not only the saving in fuel, but also the moral effect upon the scholars of being considered a part of the regular school system.

The principals and assistants in these schools have heartily supported the efforts of the committee, although

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the introduction and increase of written exercises has imposed much extra labor upon them.

We have sought the very best ability and character for teachers, and the best accommodations for the pupils. We have had the generous support of the full board, and our measure of success is but a natural result. Still there is much to be done before our adult population will fully realize and utilize these advantages.

For the committee.

JAS. C. BRIGGS, Chairman.

DRAWING.

This department is under the charge of the same able director as in past years, and our schools show by their proficiency the wisdom of the course pursued by him.

As from year to year the number of schools and classes increased, the utter imposibility for one person to give direct attention to so many became apparent; and at the present time the primary schools, also the eighth and ninth grades of the grammar schools, are being taught exclusively by the teachers who have charge of those classes in other studies. While this course necessitates increased responsibility on the part of those teachers, who are not supposed to be adepts in the art of drawing, we are assured by Mr. Cumming that all the classes are doing excellent work.

Last year the drawing-master, by way of experiment, tried different plans in the classes under his especial charge. Among these, one school, the Middle Street Grammar, drew entirely from objects. The progress of this school has been so marked, and the results so favorable, that it is now proposed to almost entirely abandon the plan of drawing from flat copies, and to substitute for it a graded course of drawing from objects.

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The Evening Drawing school is in a flourishing condition, and no one can look at the room filled with intelligent appearing young persons, without feeling that it was a wise provision of the state which compelled the establishment of this school. A large number of those attending have never taken a course of instruction in our schools, and consequently that portion of them who wish to take mechanical drawing are hampered at the outset by a want of knowledge of geometry. If those pupils could be placed in a room by themselves, and instructed by the assistant who now has them in charge in the general drawing-room, it would be of immense benefit to them and a great relief to the other teachers in the room.

As evidence of the good instruction being received, and the great value of the study in itself, we have only to point to the hundreds in this city who are gaining a living through its means.

Respectfully submitted.

B. B. WINSLOW,
Chairman of sub-committee.

MUSIC

Continues to be one of the delightful studies taught in the public schools of this city, and the system introduced by Mr. F. L. Diman, some two years ago or more, is working admirably. Decided improvements upon the old system are plainly noticed, and the results thus far reached have met the unqualified approval of the Music committee. In the opinion of the committee the system in its entirety is not yet fully developed, and there are yet richer fields beyond, to which this branch of study can be carried; but in consequence of the limited time allotted the music teacher in the schools, coupled with the broad field necessary to be covered in order that all the schools may re-

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ceive the requisite instruction, it is next to impossible to make much advancement in developing the advantages to be secured, as long as the present condition of affairs shall exist. As matters are at present, there is a large extent of territory to be covered by one teacher, all the grades receiving their quota of his time regularly, excepting the three lowest; and it is plainly to be seen that in order to a successful accomplishment of his regular work, every particle of his time must be devoted to it, leaving him without a moment to spare for advanced labor. More than this, much necessary work in some of the grades has to be neglected, that others may receive their share of instruction. To a practical, ambitious teacher this is not encouraging and militates against his success, and the desired results are not reached.

Some time last Spring a motion was made and carried by the school board that music must be taught in the country and mill schools, teaching in these schools having been discontinued for a short season because of a lack of time to do satisfactory work in the other schools. In harmony with this vote, arrangements were immediately made to carry out the wishes of the board, and as soon as practicable fortnightly visits were made to the country and mill schools and instruction in music imparted, as faithful work being given here as in the other schools. The time devoted to these schools of necessity has to be taken from that belonging to other schools, and the consequence is that the interest in the classes thus deprived of their teacher is on the wane, and detriment to the success of his work follows. And since the Thompson Street school has commenced operations, still further encroachments will have to be made upon the time rightfully belonging to other schools.

In view of these things, and desirous of seeing a successful work accomplished, this committee feel that the

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exigencies of the situation (after taking into consideration the possibilities to be reached if the suggestion should be adopted) demand the employment of an assistant music teacher, that the regular teacher may be relieved of a portion of his work, thereby enabling him to devote more of his time to the development of the system which has given, and is still giving, such excellent satisfaction under his practical supervision.

The teachers in the several grades in general are in sympathy with the work, and faithfully improve the requisite time at the opening of the morning session, in imparting the necessary instruction; thus aiding, in great measure, to bring about desired results.

In making this report it is a necessary and yet painful duty to say that the qualifications to teach music on the part of a very few of the teachers, are not fully up to the standard, but as far as they are competent they teach what they know as faithfully as they do other studies. Of course, under these circumstances, as good work is not looked for as in other departments. In writing upon this subject, under the head of "Should every School Teacher be a Music Teacher?" in an article in *The School-Music Journal*, M. L. Van Kirk, of Philadelphia, says:

"Music is a language that exists in every child, either dormant or active. There is a great tone-life in the whole of nature, and in the child it becomes a tone-language. Should it not, then, be the privilege of every educator to awaken the dormant possibilities of the child, or to guide them intelligently should they be active, and make music a part of the curriculum of the schoolroom? Should the ordinary teacher, then, undertake this work without being herself musical, or having no more knowledge of music than the ability to sing the major scale?

"Although a teacher of reading need not be an elocutionist, she should be able to know what good reading is

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when she hears it. * * * Who would undertake to teach writing without being a good penman, and able to note inaccuracies in others? We have no right to go before helpless children with weaknesses as great as their own, and to set ourselves up for guides in what we know so little about.

"The music teacher should know how to sing in time and tune, and should possess an accurate ear, that she may be able to detect false tones and incorrect rhythm. An imperfect ear in the teacher is productive of great errors in the child. The teacher is the pattern, and the child the imitator. The more we know of our subject the better we can present it to others."

In view of the existence of this evil to a limited extent in some of our schools, and to prevent a further spread of it, and sharing in the opinion quoted above, this committee is of the opinion that all persons applying for positions as teachers in the public schools of this city in future, should be required to pass a satisfactory examination in the rudimentary work of vocal music before their names are entered upon the list of accepted teachers.

STEPHEN H. SHEPHERD,
Chairman of committee.

SEWING.

It is with feelings almost exultant that we realize that one half at least of the children in our schools are being taught one thing which will obtain them a livelihood when other resources fail.

We are informed by those who dispense the work in some of the charitable institutions in our city, to women who avail themselves of those sources for means to eke out their support, that many sew so poorly that they can be given only those articles to make for which the smallest

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sums are paid. And so their inability to do good work prevents their availing themselves of the aid which is proffered them.

There are in our schools, under the care of efficient and faithful sewing teachers, 1126 girls, and we have been assured by many mothers that already good results are felt in their homes by the ready use of the needle in hitherto unskilled fingers.

There have been finished during the time allotted to sewing, one hour a week, some two thousand pieces of work. That much of the work was well done, is proved by the fact that fifty pieces, some from each school, which were sent to the Bristol County Agricultural Society, received premiums amounting in the whole to $19.50.

We have no suggestions of change to advise, for we feel that all concerned in the sewing are doing excellent work.

Respectfully submitted.

B. B. WINSLOW, Chairman.

REPORT OF THE COMMITTEE ON THE SYLVIA ANN HOWLAND FUND.

The balance on hand, January 1, 1885, was	$1,081.50
Interest for the year 1885,	3,000.00
Making a total credit for 1885 of	$4,081.50
The expenditures for the current year amount to	2,901.09
Leaving a total on hand, January 1st, 1886, of	$1,180.41

The list of books furnished to the several schools for supplementary reading and for reference, with the aggregate cost of the same, is as follows:

	No. copies.	Cost.
High school,	416	$330.15
Parker Street Grammar school,	326	155.91
Middle Street " "	143	73.05
Fifth Street " "	115	35.39

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	No. copies.	Cost.
Linden Street Primary school,	91	37.00
Merrimac Street " "	61	13.25
Cedar Street " "	225	61.01
Cedar Grove Street " "	140	39.75
William Street " "	1	.30
Acushnet Avenue " "	160	48.92
Dartmouth Street " "	123	32.85
Clark's Point school,	25	9.66
North Mill school,	2	1.00
Thompson Street school,	128	96.99
Total for the year,	1,956	$935.23

In recommending to the Board appropriations from the income of the Howland fund, it has been the aim of your committee to exercise that degree of vigilance which the sacredness of the trust imposes, and whatever of errors or mistakes may have been committed, must be attributed to a lack of that sagacious and discreet judgment so greatly to be desired but seldom attained, and not to any intent to misapply the fund.

The appropriations granted by the Board from the income of the fund for the current year, exceed those of any year in the history of the bequest. This is due to the large outlay for philosophical apparatus for the High school, to the ever-increasing demands made necessary by the multiplication of schools, and to the growing conviction in the minds of your committee that the retaining of an unexpended balance from year to year, when it can be judiciously expended, is impolitic, and would not subserve the interests of the schools.

The curtailment of the supply of books for supplementary reading in our public schools has received serious consideration at the hands of your committee; and although they have not reached a definite conclusion in the premises, still they are satisfied that a retrenchment could safely be made without detriment to the interests of the schools. Books are not the only channel, by any means,

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by which knowledge is imparted; instruction through the eye is not in any way less potent for good than instruction from books, and were our schoolrooms more freely embellished with works of art, they would not only be more pleasing to the eye, but would tend to ennoble and purify the mind.

Some of the books furnished for supplementary work are virtually used as text-books, which use, if not in direct violation of the terms of the bequest by which the fund has come into possession of the city, is certainly contrary to the spirit of the ordinance relating thereto, and opposed to the views of your committee, and should therefore be abandoned.

A small appropriation for the trial of industrial training in the Truant school has been made this year, but the result of such teaching has not been sufficiently developed to warrant a report at this time; and if it were, perhaps it would be out of place, as it more properly belongs to the report of the Truant school committee.

For the committee,

J. HOWLAND, JR., Chairman.

REPORT OF THE COMMITTEE ON TEXT-BOOKS.

The Committee on Text-books have never, to our knowledge, made a separate annual Report of their doings as a committee, up to the present time, for the simple reason that until of late they have had little or nothing to report. Their duty has been limited, entirely, to the consideration of propositions for a change in text-books; and as such propositions have not often occurred, and have involved no questions of general interest, the fulfilment of their duty by the committee has not been of so much importance as to claim a special report. But the free text-book law has greatly enlarged the range of the duties of

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the committee, and imposed on them a serious responsibility; so that they feel called upon to present to the Board and their fellow-citizens a detailed report of their doings in the premises.

The free text-book law, as is well known, requires all text-books, and all the material supplies necessary to carry on the appointed work of the schools, to be furnished by the city. It went into operation in the summer of 1884, in season to cover the needs of the schools for the ensuing school year. Nothing was left optional with the school committee; the obligation was imperative, and the text-book committee to whom the subject was referred with power, determined to act with such forethought and promptness as should thoroughly equip the schools in good season for the work of the Fall term. Their needs were duly ascertained, and the agencies for the purchase, covering and labelling of the books, and the distribution of the books and supplies were seasonably perfected, and the end was happily accomplished with but little friction and loss of time.

The appropriation asked for and granted for the purpose, on the supposition that it would cover the expense, was $6500. But this sum proved insufficient, and the sum of $304.94 additional, was drawn during the year from the appropriation for school incidentals. Meanwhile books and blanks of record were devised and provided, by the use of which an exact account could be kept with every school, showing in detail at the end of every term the number of books and amount of supplies received during the term, the number of the one and amount of the other destroyed or consumed by use in that time, and the estimates of need for the ensuing term. Stringent rules also were adopted to enforce this system of accountability, and reduce the expense to a minimum.

The purchases, distribution and other preliminary re-

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quirements, were effected in 1884 partly by agents. But in making the corresponding arrangements for 1885, it was felt to be more consistent with the obligations of the committee to the law and the city, as well as a matter of far more convenience, that the whole work should be transacted through the regular officials of the school department. This course has accordingly been taken, operating in every way to the satisfaction of the committee. The aggregate outlay for the present year has been $3732.39; the appropriation, $4000.

It may be of interest to learn the cost of books and supplies to each department of the schools, and the average cost to each pupil. A schedule of these details is therefore subjoined.

AMOUNTS EXPENDED FOR

	Text-Books.	Supplies.	Total.	Av. cost to each pupil.
High, Grammar, Primary, Mill, and Country schools,	1884. $4,472.12	1884. $1,316.75		
High, Grammar, Primary, Mill, and Country schools,	1885. $1,822.44	1885. $1,480.12		
High school, 1884 and 1885,	2,015.94	368.77	$2,384.71	$7.55
Parker Street Grammar School,	952.86	605.82	1,558.68	3.23
Middle Street " "	671.63	383.75	1,055.38	2.64
Fifth Street, " "	1,320.94	774.86	2,095.80	3.55
Linden Street Primary school,			58.97	.44
Merrimac Street " "			146.07	.72
Maxfield Street " "			96.27	.68
Cedar Street " "			150.92	.73
Acushnet Avenue " "			212.33	.68
Kempton Street " "			103.00	.55
William Street " "			87.01	.60
Fourth Street " "			131.49	.66
Dartmouth Street " "			151.46	.87
Grove " "			112.50	.60
Cedar Grove Street " "			147.62	.74
Arnold Street " "			17.50	.49
North Mill school,			41.36	.56
Central Mill school,			20.71	1.29
Acushnet school,			146.38	1.93
Cannonville school,			137.80	1.96

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	Total.	Av. cost to each pupil.
North school,	69.07	3.00
Clark's Point school,	59.06	1.69
Rockdale school,	63.07	1.85
Plainville school,	44.27	2.46
Adult Evening schools,	249.19	
Evening Drawing school,	188.44	

Your committee volunteer no opinion, at this time, as to the relative value and expediency of the text-book law. It has not been in operation long enough to authorize the formation of settled conclusions. There may be latent evils which will develop themselves in due course of time. But there are certain points which are patent in its favor.

1. The system is easily managed, and the schools begin the work of each term with a prompt completeness of arrangements not attainable before.

2. The aggregate cost of books and supplies is several thousand dollars less than when each pupil was furnished through private means, and the community at large is benefited pecuniarily to a corresponding extent.

3. There has been an increased attendance on the public schools, which, especially as regards the High school, must be attributed in part to the release of parents from the cost of text-books; for this cost, with High school pupils in particular, has made quite a hole in every poor man's pocket who has sought in paternal love and duty to give his children the best possible education.

For the committee,

WILLIAM H. PITMAN,
Chairman.

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COUNTRY SCHOOLS.

During the past year there has been but one change made in the corps of teachers of the country schools. Miss Evelyn Wordell, of the Rockdale school, was transferred to the Middle Street Grammar school, and Miss Alice B. Tripp, of Westport, was elected to fill the vacancy.

Considering the mixed ages of the children of these schools, I can say that the services of the teachers have been, without exception, very satisfactory indeed.

I trust that at no distant period these schools will enjoy the privileges of the city schools in the way of music, drawing and sewing.

I think but one of these schools has received any benefit from the Howland fund during the past year, and that the Clark's Point school. I would remind the teachers of the country schools that it is their right and privilege to call for supplies from this fund.

There has been for some time a demand for a male teacher at the Acushnet school. As the present teacher is doing good and very satisfactory work, we do not think the school would reap any benefit by the change.

At this time I cannot close without referring to the death of one who has been connected with this Board for over thirty years, Horatio A. Kempton. His interest in the schools was shown by close attention to them. Ever ready with advice to teacher and scholar, he will be long remembered.

Respectfully submitted.

GEORGE W. PARKER,
Chairman.

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IN SCHOOL COMMITTEE,
December 30, 1885.

On motion of Mr. Pitman:

Voted unanimously, That the thanks of the Board are tendered to Mayor Rotch, for the able, courteous and impartial manner in which he has discharged his duties as Chairman for the past year, and the interest which he has manifested in the schools.

The Mayor expressed his thanks for this manifestation of approval, and for the courtesy with which he had uniformly been treated. He trusted the relations would be as pleasant in the year to come as they had been in the past.

On motion of Dr. Dunbar:

Voted unanimously, That the thanks of the Board are tendered to the Secretary for the satisfactory performance of his duties, which have never been so onerous as during the past year.

GRADUATING CLASS OF THE HIGH SCHOOL.

Benjamin Butler Barney,
Jasper Warren Braley, Jr.,
Charles Ernest Brownell,
Chester Temple Cornish,
George Allen Douglass,
John Otis Eaton,
William Morrell Emery,
Willis Lincoln Hathaway,
Mayhew Robinson Hitch,
George Anthony Hough,
Thomas Joseph McGee,
George Stearns Perry,
David Warren Sherman, Jr.;
William Blackman Spooner,
Albert Ernest Thomas,
Frederick Boomer Thompson,
Joseph John Tillinghast,
John Forest Valentine,
Emma Louise Brownell,
Carrie Amelia Carter,
Elizabeth Boss Congdon,
Frances Gertrude Covell,
Catherine Veronica Cummings,
Anna Isabella Dexter,
Elizabeth Faisneau,
Harriet Ann Ferguson,
Estelle Gertrude Jackson,
Mary Sophie Kent,
Abby Frances Marshall,
Emma Ballou McCullough,
Mary Gertrude Murphy,
Lizzie Frances Pickens,
Addie Higgins Ricketson,
Gertrude May Robinson,
Marian Shaw Smith,
Harriet Emeline Sprague,
Mary Louise Thompson,
Helen Washburn,
Isabella Frances Winslow.

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DETAILED STATEMENT

OF THE OUTLAY BY THE SCHOOL COMMITTEE FROM THE HOWLAND INCOME FUND, FROM JANUARY 1, 1885, TO JANUARY 1, 1886.

BOOKS.

S. Hutchinson,	$365.31	
Ginn & Co.,	105.42	
Dews, Lawton, and Hutchinson.	86.08	
Perry, Mason & Co.,	60.84	
Charles H. Whiting,	60.36	
Cowperthwait & Co.,	48.70	
F. M. Ambrose,	48.59	
Lee & Shepard,	45.83	
Carl Schoenhof,	34.16	
H. F. Harrington,	30.00	
Thompson, Brown & Co.,	30.00	
T. W. Gilson,	25.76	
Houghton, Mifflin & Co.,	25.50	
D. Appleton, & Co.,	25.42	
E. H. Butler & Co.,	21.67	
Ivison, Blakeman & Taylor,	21.67	
D. C. Heath & Co.,	20.83	
E. L. Kellogg,	17.55	
Leach, Shewell & Sanborn,	16.25	
Edwin Dews,	15.40	
Van Antwerp, Bragg & Co.,	15.00	
J. M. Lawton, Jr.,	9.00	
Potter, Ainsworth & Co.,	4.50	
Le Français,	2.00	$1,135.84

STATIONERY.

George S. Perry,	$25.70	
S. Hutchinson,	3.57	
Dews, Lawton, and Hutchinson,	.90	$30.17

MUSIC DEPARTMENT.

George Peirce, care of pianos and organs, and repairing organ,	$263.00	
D. Appleton & Co., singing-books,	100.00	
William Ware & Co., singing-books,	98.34	
E. Boden, Jr.,	12.85	$474.19

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APPARATUS.

E. B. Benjamin, chemical apparatus,	$244.06	
C. F. Adams, solar camera and slides,	235.35	
J. V. Spare, curtains for camera,	4.31	
Henry Smith, frame for camera,	2.09	$485.81

BINDING.

D. J. Kane,	$18.00	
Dews, Lawton, and Hutchinson,	9.60	$27.60

SEWING DEPARTMENT.

E. B. Whiting & Co., sewing materials,	$10.27	
Bliss & Nye, sewing baskets,	4.25	
Samuel Bennett, sewing baskets,	4.00	
A. D. Piper,	3.00	
William A. Kirby,	2.40	
Carrie H. Richmond,	1.00	
Dews, Lawton, and Hutchinson,	.88	$25.80

PRIMARY DEPARTMENT.

George S. Perry, color cards and toy money,	$141.58	
Mercury Publishing Co., printing,	25.12	
Prang Educational Co., drawing models and manuals,	15.75	
Theodore H. Badlam, alphabet of number,	12.75	
D. Appleton & Co., reading chart,	12.50	
H. F. Harrington, pattern boards,	12.00	
George M. Eddy & Co., beaver cloth,	9.16	
J. M. Lawton, Jr., picture books,	3.00	
Dews, Lawton, & Hutchinson, cardboard and envelopes,	1.22	$233.08

MISCELLANEOUS.

Leonard B. Ellis,	$183.85
F. L. Sowle,	55.01
Doll & Richards,	31.00
D. J. Russell,	25.10
C. J. R. Carson,	25.00
Sturtevant & Sherman,	21.28
Hatch & Co., expressage,	20.57
Marian Swasey, covering books,	15.50
George S. Perry, pencil sharpeners,	14.00
Paul A. Garey & Co., pictures and bust of Shakespeare,	14.50
Ella Gibbs, covering books,	11.65
L. P. Briggs, pictures,	10.50

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George Frost & Co., pencil sharpeners,	10.00	
Sarah W. Almy, covering books,	9.80	
Peirce & Bushnell, frames,	9.40	
Hattie S. Damon, covering books,	6.33	
Harris, Rogers & Co., manikin,	5.00	
O. C. R. R. Co., transportation,	4.21	
Charles De Wolf, box for packing apparatus,	3.34	
E. M. Almy, cash paid for covering books,	3.00	
Ruth S. Sherman, covering books,	3.00	
Dews, Lawton, and Hutchinson, record book, &c.,	2.46	
Henry Smith, express on camera,	2.05	
S. Hutchinson, paper fasteners,	2.00	
Daniel H. De Moranville, carting,	2.00	
Charles A. Gray, transportation,	1.37	
Soule Photograph Co., pictures,	1.35	
Charles M. Hathaway, carting,	.35	$493.62

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SCHOOL COMMITTEE — 1885.

MORGAN ROTCH, Chairman, *ex officio.*

EDMUND WOOD, President of Common Council, *ex officio.*

WARD 1—G. W. Hillman, L. Z. Normandin, G. B. Hathaway.
WARD 2—H. H. Braley, S. H. Shepard, I. S. Cornish.
WARD 3—W. H. Pitman, I. W. Benjamin, H. A. Kempton.
WARD 4—J. Eldridge, Jr., G. H. Dunbar, W. H. Mathews.
WARD 5—F. A. Washburn, C. T. Bonney, J. Howland, Jr.
WARD 6—J. C. Briggs, G. W. Parker, Betsey B. Winslow.

STANDING COMMITTEES.

ON HIGH SCHOOL—Cornish, Washburn, Bonney, Kempton, Eldridge, Braley, Howland.

ON GRAMMAR SCHOOLS—Washburn, Miss Winslow, Pitman, Hathaway, Braley, Dunbar, Briggs.

ON PRIMARY SCHOOLS—Benjamin, Miss Winslow, Pitman, Cornish, Shepherd, Parker, Eldridge.

ON COUNTRY SCHOOLS—Parker, Kempton, Hathaway, Normandin, Hillman, Briggs.

ON FARM SCHOOL—Braley, Parker, Bonney, Washburn, Hillman, Briggs.

ON MILL SCHOOLS—Cornish, Howland, Kempton, Normandin, Shepherd, Hillman.

ON EVENING SCHOOLS—Briggs, Howland, Pitman, Normandin, Braley, Hillman, Eldridge.

ON TEACHERS—Dunbar, Washburn, Benjamin, Braley, Cornish, Parker, Miss Winslow, Shepherd, Briggs.

ON TEXT-BOOKS—Pitman, Howland, Hathaway, Washburn, Mathews, Braley, Briggs.

ON MUSIC—Shepherd, Mathews, Pitman.

ON DRAWING—Miss Winslow, Hathaway, Bonney, Parker, Normandin, Eldridge.

ON EXPENDITURES—Mathews, Benjamin, Dunbar, Cornish, Howland, Pitman, Braley, Wood.

ON HOWLAND FUND—Howland, Benjamin, Mathews, Cornish, Washburn, Bonney, Eldridge, Wood.

ON SEWING—Miss Winslow, Washburn, Benjamin, Shepherd, Normandin.

ON PAY-ROLLS—Hathaway, Dunbar, Parker.

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SCHOOL COMMITTEE — 1886.

MORGAN ROTCH, Chairman, *ex officio*.

H. F. HARRINGTON, Secretary and Superintendent Public Schools.
Office, 7 Pleasant street.
Office hours, 8½ to 9 A. M., 12½ to 1 P. M. Saturdays, 9½ to 10 A. M.

EDMUND WOOD, President of Common Council, *ex officio*.

WARD 1—Mrs. Stanton, G. W. Hillman, L. Z. Normandin.
WARD 2—Tompkins, Braley, Shepherd.
WARD 3—Mrs. Webster, Pitman, Benjamin.
WARD 4—Mathews, Eldridge, Dunbar.
WARD 5—Howland, Washburn, Bonney.
WARD 6—Miss Winslow, Briggs, Parker.

STANDING COMMITTEES.

ON HIGH SCHOOL—Eldridge, Washburn, Bonney, Howland, Braley, Benjamin, Dunbar, Miss Winslow.

ON GRAMMAR SCHOOLS—Washburn, Miss Winslow, Pitman, Braley, Dunbar, Briggs, Mrs. Webster.

ON PRIMARY SCHOOLS—Benjamin, Miss Winslow, Pitman, Shepherd, Parker, Tompkins, Mrs. Stanton.

ON COUNTRY SCHOOLS—Parker, Hillman, Normandin, Briggs, Mrs. Stanton, Mrs. Webster.

ON FARM SCHOOL—Braley, Parker, Bonney, Washburn, Hillman, Normandin, Mrs. Webster.

ON MILL SCHOOLS—Tompkins, Howland, Normandin, Shepherd, Hillman, Mrs. Webster.

ON EVENING SCHOOLS—Briggs, Howland, Pitman, Normandin, Hillman, Bonney, Mrs. Stanton.

ON EXAMINATION OF TEACHERS—Eldridge, Washburn, Benjamin, Braley, Parker, Shepherd, Bonney, Briggs, Miss Winslow, Tompkins.

ON TEXT-BOOKS—Pitman, Dunbar, Washburn, Mathews, Hillman, Briggs, Mrs. Stanton, Wood.

ON MUSIC—Shepherd, Mathews, Pitman.

ON DRAWING—Bonney, Eldridge, Miss Winslow, Parker, Normandin, Mrs. Webster, Wood.

ON EXPENDITURES—Mathews, Benjamin, Dunbar, Howland, Pitman, Braley, Tompkins, Wood.

ON HOWLAND FUND—Howland, Benjamin, Mathews, Bonney, Eldridge, Dunbar, Tompkins, Wood.

ON SEWING—Miss Winslow, Washburn, Benjamin, Shepherd, Mrs. Stanton, Mrs. Webster.

ON PAY-ROLLS—Dunbar, Mathews, Tompkins.

N. L. PAINE, Truant Officer, will hold office hours in the Superintendent's room from 12 to 1 o'clock on the five school days, and from 4 to 5 P. M. Saturdays.

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ANNUAL REPORT

OF THE

SUPERINTENDENT OF SCHOOLS,

FOR THE YEAR 1885.

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SUPERINTENDENT'S REPORT.

Miss Winslow and Gentlemen of the School Committee:

I said in opening my Report for last year, that the weakest point in our whole school system was the loose, improvident way in which vacancies occurring in our corps of teachers were filled, and suggested a partial remedy. Supported earnestly by the chairman of the primary department, whose schools have felt the damaging effects of this imperfect method of securing teachers more than any other, the subject has been brought before the Board, who have given it thoughtful consideration, and enacted that inexperienced candidates to be teachers on our accepted list must render three months of unpaid service with success, as assistants to experts, before being eligible for positions as regular teachers.

RECRUITS FOR OUR CORPS OF TEACHERS.

I deem it my duty to pursue the subject, and trust that I may secure your kindly attention. This three months unpaid service regulation is admirable so far as it goes, and remedies a portion of the evil. But it has relation only to practical experience in teaching, — it has no relation to moral and intellectual fitness. It applies to inexperienced candidates placed on our accepted list after only such a display of knowledge as may be made at one of the examinations of candidates to be teachers, which we have been accustomed to hold from time to time of late years. And what is that as a test of character, ability, aptitudes, and culture? To repeat some reflections made in last year's Report, every one will assent that the very corner-stone of a good school system is the employment of none except first class teachers; and those school authorities

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alone are squarely abreast of this requirement, who, utterly regardless of side issues of every kind, seek for and obtain thoroughly capable and thoroughly experienced teachers wherever they may be found, and give positions to none beside. But we, so far from pursuing this wise and provident course, make public advertisement of a time when an examination will be held of candidates to be teachers, and in due season hold it. Anybody and everybody may compete who is supposed to have a fair, ordinary education. The questions are strictly elementary in character, and the standard of acceptation is by no means stringent. Those who pass this clement ordeal are placed on the list of accepted candidates, and are thereby supposed by themselves and their friends to have a claim to employment; and are led to imagine, it may be, that they are fully accomplished for the work of instruction.

I cannot "mince matters" when discussing a question so vital as this to the interests of our schools. I cannot deal in courteous commonplaces, lest I wound the feelings of some whom we employ. If we pretend to be resolute to lift our schools to the highest level of efficiency and to maintain them there, still more if we already see occasion to feel proud of them — then I repeat what I have said in another connection, that this comparatively meagre amount of knowledge requisite to pass successfully one of our teachers' examinations, and thereby to secure a place in our teaching force, is an open satire on our pretensions. And because I gladly know that the Board, one and all, *are* earnest to rank our schools among the best, scorning all compromises and concessions which would keep them otherwise, I feel that this subject cannot have secured the attention which it merits, — cannot have been subjected to any review and judgment which have resulted in a purpose to maintain the present course of procedure as a judicious finality.

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THE PRIMARY SCHOOL TEACHER. — Even the teacher of a primary class needs to have a mind and character enriched and enlarged by something worthy the name of culture, in order to accomplish the best work for her little flock. It is a very shallow opinion, though so common, that one needs only a limited amount of education to teach a school of this grade. An enlightened appreciation of what true education is and how to secure it; how to measure the worth of methods by their fidelity to fundamental principles, — the power and habit of close and accurate observation, that indispensable qualification of the teacher, since to develop such a power and cultivate such a habit in the pupils, is one of the most pressing duties of the school-room, from the very first, — a knowledge of human nature, and how its variant manifestations are to be met and treated, — the possession of a full and nicely discriminating vocabulary, giving the capacity of felicitous expression adapted to every variety of circumstances, — the possession, too, of a store of illustrations to enrich and perfect the formal instruction, — all these, and other resources of heart and mind which are ceaselessly in demand even among youngest pupils, are the fruit of a broad comprehensive education, and can be attained through no other channel. Such an education, therefore, the teacher should be required to possess.

THE GRAMMAR SCHOOL TEACHER. — When we pass forward to our grammar grades, the demand for a well educated corps of teachers is correspondingly increased. Then the subjects of study have alliances with the rich products of research and experience in every department of literature, science and art, and the pupils have become mature enough to understand and apply the instruction that is capable of turning these alliances to profit. And I maintain that no narrower standard of fitness should be tolerated. All the

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qualifications that have been cited as requisites for a primary teacher are still more indispensable in a grammar teacher; and in addition, there should be that broader range of attainment which is the fruit of scholarly intercourse with those advanced branches of knowledge with which the subjects of grammar school study are interlinked. The grammar school text-books, especially the many books which it is our good fortune to be able to supply for instruction in reading, are replete with references and allusions to points in art, science and literature; and if the teacher who employs these books in instruction is not familiar enough with the subjects in question to be competent to explain such references and allusions, in a clear, accurate and interesting manner, there is a loss of priceless opportunities — a negation of sacred rights.

Moreover, to do justice to our noble mother English,— to be so conversant with our language and literature, and lovingly freighted with its beauties and its powers, as to delight in properly voicing noble thought and sentiment through appropriate and persuasive elocution, and thus to make the reading lessons, usually so lifeless and dreary, occasions of magnetic, soul-filling interest, — that is one imperative branch of a grammar school teacher's duty.

The High School Teacher. — I need not delay to rehearse the requisites of the teacher in a high school. If what I have said of the claims on a primary and a grammar teacher be well grounded, the argument bears with accumulated force on the high school teacher. The studies with which he deals are higher and broader in range than in the grammar department, and the minds of the pupils, farther advanced towards maturity, are capable of appreciating a correspondingly advanced character and scope of instruction; and if studious, they crave and claim it. I can think of no position in the public school service superior

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in the measure and worth of its opportunities, to that of a thoroughly furnished and competent high school teacher. I can imagine none more to be despised for its criminal impotence, its gift of a stone in answer to the cry for bread, than that of a shallow pretender in such a responsible place.

Have I been setting the standard of duty at too high a point? Have I been making demands which, however exacting we might be, we could not reasonably expect to satisfy? I believe, in answer, that the only sensible rule of action in the affairs of life is to maintain always full in front an ideal whose foundation is *perfection*, and strive with good heart to reach it. Only by such means can ability be thoroughly tested and its capacities put to the proof. And in the matter before us, an exacting demand, while it will be honorable to the school authorities, will certainly secure the highest possible ability; and as surely our present lax and slip-shod system offers a premium to incompetence, and is a reproach to our good name.

THREE GRADES OF TEACHERS' CERTIFICATES RECOMMENDED. — Therefore I respectfully and earnestly recommend the adoption of the method of certificating teachers which prevails wherever the subject has secured the attention it merits, and effort is put forth to accomplish the most satisfactory results. It is to establish three grades of certificates, adapted respectively to service in the primary, the grammar, and the high school departments, and dependent severally on an examination having a similar adaptation in its requisitions to the grade which the applicant seeks to secure. First, for eligibility to a primary grade certificate, I would have the scope of our present examinations enlarged so as to embrace all the subjects of study, direct and incidental, pertaining to a primary

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school, and so pointed and searching as to be satisfactorily met only by a good degree of positive scholarship. Certificates for the grammar and high school grades should have a close corresponding relation to the demands which a teacher's position in a grammar or high school makes on ability and scholarship, and no applicant should be eligible for examination for a certificate of the Second or grammar grade without having first passed successfully the examination for the First, nor for the Third grade unless having passed successfully the examinations for the other two.

A KNOWLEDGE OF DRAWING AND MUSIC INDISPENSABLE. — The chairmen of the committees on drawing and music, in their annual Reports, have made pointed reference to the fact that we are compelling the teachers of several of the grades to take charge of the instruction in music and drawing in their rooms, while at the same time we are utterly indifferent whether the candidates to be teachers have any knowledge of those subjects or not. The result is that there are classes which get no instruction whatever in the premises, except perhaps those blundering experiments through which ignorance attempts to redeem itself, — worse, it may be, than no attempts at all. In view of this not altogether creditable inconsistency, the chairman of the committee on music asks of the Board that in future all persons applying for positions as teachers be required to pass a satisfactory examination in the rudiments of vocal music.

I second the request with all my heart, suggesting that drawing be added to music in this requirement. Our teachers should be as familiar with these branches of instruction as with any others with which they have to do. It is not alone the grades which cannot be visited by the special teachers of these branches which make demand that their regular teachers shall be experts sufficiently to

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teach them, but every teacher in every grade should be capable of aiding the special teachers in their work. The time has gone by when these two branches could reasonably be rated as exceptional, — merely æsthetic fringes of the substantive fabric of education. One, drawing, has proved to be, literally, the most productive study, in a practical point of view, of any of the studies of our schools, if the numbers who have been aided to obtain occupation through its means be a fair criterion of results. And the other is so inwrought with the innocent pleasures of the community, and is so essential an element of the general happiness, as to claim a prominent place in our regards. Yes, and more than this. Every candid and loyal student of the divine love, as manifested in human nature, feels with reverence that the musical faculty is the creation and gift of God, intended to subserve the choicest interests of humanity, and that it cannot be neglected without serious loss.

We have at the head of the two departments of drawing and music, teachers of exceptional capacity and corresponding success; and I am eager to realize that the provisions of the Board to render their work effective have been made, as far as possible, complete.

It has sometimes been urged in reply to the demand for a more stringent system of approbating candidates to be teachers, that a superficial examination answers every purpose, for the great majority of our candidates are graduates of our own High school, and we know, therefore, that they have passed through a course of advanced education, and acquired the requisite mental discipline and culture to qualify them to teach. The examination is desirable for some subordinate purposes, but is unnecessary as a test of ability.

"That depends," as the saying is. This is the simple

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truth. Few members of the High school have teaching in view as the occupation of after life, during their progress through the school. They do not therefore give special attention to those branches which are of most importance in this regard. Their studies, indeed, under the elective system which so largely prevails, may range very wide of methodical, disciplinary culture. They may have tended to scatter and enervate the capacities, not to concentrate and invigorate them; and they may fail to enlarge the horizon of practical knowledge to any great degree. The members of our High school, therefore, need to be impressed, through the existence of imperative and stringent examinations for teacherships, of the necessity to avail themselves with devoted purpose of the best which the school has to offer, that should necessity or other incentive subsequently incline them to be teachers, their stores of available knowledge may stand them in good stead.

I have treated this subject quite at large, for no topic in connection with our school affairs is of such vital importance, in my opinion, under our present circumstances; and what is specially opportune, I am happy to believe that the Board are disposed heartily to welcome any suggestions which have improvement for their object, however radical may be the changes they demand. Meanwhile, it is a matter of heartfelt congratulation that these suggestions are prompted less by the existence of present evils than by the dangers which may peril the future.

THE DRAWING DEPARTMENT.

I have reason to believe that the Committee on Drawing will shortly ask for a considerable sum of money to supply some extraordinary needs of their department. I will detail what has created these needs.

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Drawing, which had been pursued as a regular study in the High school for some years previous, was prescribed to be taught in the grammar and primary schools in 1865, in compliance with a recent law of the state. But the philosophy of the subject was very imperfectly understood at that time. There were no scientific methods of instruction — there were no teachers competent to instruct; and the work in drawing for several years was only a weekly recurrence of child's play in crude attempts to copy flowers and landscapes out of a heterogeneous assortment of pictures, most of which were themselves striking specimens of deformity in art.

But in the year 1871, Mr. Walter Smith, a trained art master, was imported from England to be Art Director for the State, as well as principal teacher of art in the schools of Boston. He devised an acceptable course of study for the schools based on scientific principles, prepared lucid manuals for the direction of teachers, and a graded course of practice books for the pupils. From that time the work in drawing was established on an intelligent and systematic basis, and light began to shine through the thick darkness. Our local system of action was made still further complete when, in 1874, Mr. Arthur Cumming, another English art expert, became our teacher of drawing, a position which he has occupied with superior ability to the present time.

Walter Smith's system was, as might have been expected, the English system, — that followed in the Kensington and the other great art schools of the mother country. It was confined quite rigidly to copying from the flat, and produced admirable effects, as the hundreds of youth, whose skill, acquired through its agency, has procured them remunerative employment, will gratefully attest. But it never gave me complete satisfaction. I make no pretensions to a knowledge of art, but I had dis-

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crimination enough to detect that this process of copying exclusively from the flat, however artistically exemplified it might be, could not be trusted to impart the ability to draw correctly from actual objects, — would not give a practical command of the laws of perspective, and consequently could not confer those masteries of the art which render it possible to achieve the highest success in its application to industrial pursuits, — that is, to bring the various forms of nature into service in connection with the arts of design. I felt that there should be a combination with some features, at least, of the French system, which, scorning to copy from the flat, sent its pupils directly to nature, to blunder into knowledge by practice upon realities.

The Committee on Drawing, and our art teacher, Mr. Cumming, agreed with me, and we held the subject in long consideration. Meanwhile our pupils went on, faithful to the English system, with such success that, in the annual exhibitions of drawing held in Boston by direction of the state authorities, they invariably bore away the palm.

At length we made a start for something better. Mr. Cumming was authorized to discard the flat copy books in one of the grammar schools and experiment with drawing from objects; and the result was speedily so satisfactory that the change was extended to all the grammar schools.

Still, there was something wanting. This was a leap from one extreme to another, and did not fully solve the vexed problem. It had taught us to be dissatisfied with what preceded it, — it had not supplied all its defects. It is to be remembered that the introduction of drawing into public schools is to compass these two objects: *first*, to discipline the eye so that it may attain discriminating accuracy and truth of observation, and the hand so that it may possess graceful dexterity of manipulation, — so much

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as this without reference to any specific end; and *second*, to secure ingenuity and skill, specifically, in those arts of design which will enable the pupil, when he leaves school for active life, better to earn his daily bread. Pictorial studies, therefore, as such, are carefully excluded from the course of instruction, — it is expressly and exclusively intended to produce the results which have been named.

This art education is grounded on familiarity with geometric forms. Geometry is itself the science of form, and therefore the normal starting-point of a course of instruction for industrial ends is a knowledge of the elementary technics and definitions of plane and solid geometry. The second step is practice to express that knowledge. It cannot find proper expression in imitating flat copies; it cannot find it, in all the stages of progression, through the unaided process of drawing from the object; and there is developed a necessity for a systematic course of drawing from the flat and from the object combined, which, starting from the simplest elements, shall lead forward by regular steps to a complete comprehension of the science and art of constructive drawing and to the science and art of decorative design, — the two chief ends to be attained by the exercise of drawing in public schools.

This combination of book and object has been accomplished in a wonderfully complete and ingenious system devised and perfected by Messrs. Prang & Co., of Boston. This firm were publishers of the practice books of Walter Smith, and they have watched the development of the study of drawing in the public schools of this country with sagacious appreciation of its strivings after perfection, and the consequent changes in its demands, with a determination to meet those demands with the requisite instrumentalities as soon as the need should become apparent. They have been governed, no doubt, primarily, by self-interest; but they have evinced in all a true artistic instinct and

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devotion to a pure ideal, which lend to their operations the character of a public benefaction. This latest achievement cannot be too highly praised. I will not delay to describe it in detail. Enough that it applies drawing intelligently and readily, *first*, to the common forms of geometry; *second*, to the science and art of *Construction*, — that is, making working drawings, from which objects may be constructed; *third*, to *Representation*, or the science and art of representing objects as they appear to the eye; and *fourth*, to *Decoration*, or the art of ornamental design. And this is effected by a scientifically graded course of designs intended to be duplicated from objects, every step of which, including the facts of perspective and the art of construction, is derived by the pupil directly from the study of the objects themselves.

It is this perfected and admirable system which we wish to introduce. It is these geometric figures and models which we wish to obtain. They will cost several hundred dollars; but with them we shall be equipped for the best of work, — without them, except in the upper grades, we shall be making progress at a great disadvantage.

HAND TRAINING.

Ever since I gave ~~to~~ the subject of hand training in public schools an exhaustive examination, I have had but one conviction, viz., that its general adoption was as inevitable as fate. And I have welcomed the rapid progress towards this consummation, because I have felt that it is desirable not only on economic grounds, but because it is perfectly consistent with the theoretic basis of public school instruction. It is a process of educating the mind through the medium of the hand.

It still encounters embittered opposition. But little more than a sixth-month ago, at a meeting of the superintendents of New England, several of the leading minds

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among them, — leaders they are as well, among the educators of the whole republic, — concentrated their powers to decry and repress it. They plied its supporters with arguments, sneers, sarcasm, and all the weapons they could bring to bear out of their rhetorical armories; but they failed of their purpose except with the prejudiced few. For their arguments were weak, and ridicule is rarely effective except when it has a strong backing of truth.

And now a fresh support has manifested itself for this beneficent innovation. The youth who have been trained in experimental schools of the kind begin to apply for employment as mechanics, and the master workmen who have given them places say that they exhibit a marked superiority of aptness and skill over those who have had no training of the kind. This practical endorsement is giving the subject a vigorous impulse in advance.

Meanwhile voluntary schools, which combine hand training with the old-fashioned book training, have multiplied in all directions, and now at length, in several localities, hand training has been made a systematic adjunct of the work of the public schools.

I recur to the subject at this time only to hint that the school committee of New Bedford is not accustomed to be behindhand in adopting expedient suggestions for the improvement of their schools, and I trust that in this connection we shall not be laggards. I feel quite sure that the great majority of the Board have the same interest in the subject as myself, and I look forward with confidence to a movement which, at some time in the near future, shall invest a portion of the income of the Howland fund in measures for an introduction of this notable addition to the advantages of the public schools.

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STUDY OF ARITMHETIC IN THE HIGH SCHOOL.

Once a week the pupils of the High school, one and all, have a lesson in arithmetic. Careful attention is required to the exercise, as the High School Committee have been uniformly anxious that none should leave the school without a thorough practical familiarity with the uses of arithmetic in the various affairs of life. The usual course has been to pass consecutively over the topics included in a first class text-book.

My preparation for a new edition of the Manual has led me to subject the studies of the several departments to a critical review, and my attention has been arrested by what I consider two radical defects in the method of this study. It is intrinsically a matter of comparatively slight importance, and I instance it in this Report only because it is a signal illustration of what I shall treat of at length hereafter under another head, viz., the utter absence of any science of teaching to govern the work of our American schools, manifested in a prevalent disregard of any philosophic basis for the methods, relations and scope of the several studies. Here, for instance, is this requirement, that arithmetic shall be thoroughly reviewed in the High school. The motive is excellent, and the purpose should by all means be faithfully served. But in what respect is the purpose served by a tasking drill on the multiplied subjects which have been crowded into the popular text-books? How large a number of those subjects have not the slightest likelihood of being brought into practical use by one solitary soul among our High school graduates! The purpose of the study, let it be remembered, is to prepare the pupils as thoroughly as possible to meet the demand for a knowledge of arithmetic which will be made by the pursuits of after life. Why not confine the study to this end?

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What are the chief failures in knowledge which this study in the High school is intended to remedy? They are failures in readiness and accuracy in connection with problems and exercises that pertain to the fundamental operations of arithmetic, and their commonest applications. These failures, with exasperating persistency, pursue a majority of the classes to the last. Why not limit the range of the study to an attempt to root them out?

We do not want the study, or any part of it, for general mental discipline. There is no time anywhere, in a rightly regulated public school course of study, for mental discipline, *for the exclusive sake of discipline.* This precious regimen must be confined to the studies which have other essential results to secure.

Again, the pupils in the three upper classes have had a year's study of algebra. Now algebra is the veritable science of numbers; arithmetic is only one of its applications through a set of elementary symbols; and yet here are the great majority of the High school pupils, their algebra cast wholly aside, compelled to solve abstruse problems by long and tedious arithmetical processes, which they could solve by algebra in the twinkling of an eye. Why not have them put to use, when it will far better serve their purpose, the higher and nobler power they have acquired? This present way of doing school work is fearfully unphilosophical, and wasteful of thought and time.

I am not arraigning the teachers, let me observe. They have been simply faithful to the requirements made of them.

A COURSE OF STUDY FOR THE GRAMMAR SCHOOLS.

My progress in the preparation of a new Manual has brought me to the question, What is a well-ordered course of study for grammar schools at the present day? I have

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given the subject my most careful thought, for I am profoundly sensible of its vital importance; and as I shall feel compelled to discredit to some extent several of the most prominent characteristics of the work going on in the schools, I ask the kind attention of the Board to the objections I shall offer and the changes I shall recommend.

Here at the start let me say, once for all, that I am not about to make an onslaught upon our public school system in a spirit of morbid dissatisfaction. I am perfectly sensible that partial defects by no means imply general demerit. What I think of American free schools and their influence I have often put on record. I believe that they are achieving a work too vast in beneficent influence to be easily computed, much less expressed. I believe that they are the chief conservative element on which the republic depends for social order and happiness, the conditions of healthful prosperity, and the security of its own being. I glory in this belief. I am ready to defend it always and everywhere; and having thus the good sense to prize as I should a priceless blessing, the motive of my loving criticism is to demonstrate wherein I believe an excellent institution can be made better.

Made better, — for a change must be wrought in the principles and methods of instruction in even the best of our schools, before they will accomplish all that a well ordered education is capable of conferring on the individual and the community. I am not alone in this suggestion of a possible standard of instruction more complete and productive of good than that which is now in vogue. The schools do not give unqualified satisfaction. Far otherwise. Their defects are pressed home upon our attention day by day. They are emphasized by the students of human nature and needs, who tell us, and tell us truly, that a right training of youth will never lose sight of the fact that of far more importance than methods to impart

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positive knowledge, is that discipline of the faculties which confers the power and stimulates the impulse to acquire; and that this great seminal principle is almost universally neglected. ~~It is~~ that are pressed home upon us by the passionate outcry which no contradictions can stifle, that the mental resources of the children are frittered away upon a heterogeneous variety of subjects, while the fundamentals of knowledge are only loosely cared for and made ready for efficient service. ~~It is~~ they are pressed home upon us more than all by the sad conviction which sometimes oppresses ourselves, that with all our interest, our elaboration, our proud satisfaction at the much we accomplish, there is something radically at fault in our school work. For the fruits of it are not commensurate with the anxious painstaking it costs. The mass of details acquired in study fades from the memories of most pupils, or becomes fused into a vague, profitless agglomeration, before they have hardly deserted the school premises, — and comparatively few, at that final stage, have acquired a taste for good books, and the mental curiosity to appropriate some of the glorious treasures of literature that exist on every hand. Few realize that the study they have undergone should be regarded as only the first round of a ladder up which it is theirs to climb, until at length their eager mental quest gathers in the loftiest and noblest products of human thought. On the contrary, the most cease study forever when they close the school-house door for the last time, and have little future intercourse with books, except to feed their imaginations on harmful trash. Some philanthropic teachers, pitying this aversion to good literature in our pupils, have devised plans to take advantage of their school attendance to win them to a better taste. Does it never strike the minds of these philanthropists that this is part of the very business of school itself, and

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that these plans are an unconscious sarcasm on the imperfection of school work?

No Science of Teaching in American Schools.—The first stricture I have to make, — first, because it is aimed at a radical defect which is the occasion of almost all defects beside, — is that there is no recognized science of teaching in American schools — there are no governing principles — and therefore everything is unsettled and irregular. The local school authorities, everywhere, are the dictators of purposes and methods, and too often the less they know the more they assume and dictate. No two communities, therefore, have the same selection of studies in their schools, nor the same scope and methods of instruction. The teachers either defer to this local dictation, or, if left to themselves, perform their work according to their personal notions of what is right or expedient. This absence of settled principles and rules is conspicuous in the doings of educational assemblages, and renders it questionable whether they do not effect more harm than good. Various persons address such assemblages; and no matter what the themes of the speakers may be, whether they concern principles, methods, or purposes, whether they agree or they differ, whether they be conservative or radical, whether they censure or applaud, there is not one of them which will have the slightest weight beyond what it gains from the personal influence of the speaker himself. It is listened to and trusted or disfavored, solely as that one man's say so. For there is no determinate basis, not to be discredited or impugned, with which it may be compared, to test the soundness of its arguments and measure the sanction it should receive. Just as though everything in the whole economy of the work of instruction, with all its imposing systems, and munificent outlays, and arrogant pretensions, were a mere jumble of haphazard ordinations,

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and that the counsel of sagacious experts, out of the treasures of their study, observation and experience, comprehending data furnished by the centuries on both sides of the Atlantic, had determined nothing whatever "for good and all." In the schools themselves, this independence of fealty to principle and rule has resulted in the prevalence of misdirections of aim and inconsistencies of method, which detract from the usefulness of the best of schools.

It would be weak to argue that because so long a period has elapsed since the system of free schools was initiated, without inducing the recognition of a philosophical basis for the teacher's work, therefore it is to be presumed that no such basis is possible. There *is* such a basis; and we should disgrace our understandings to think otherwise. The simple wonder is that our school authorities should be content to ignore it. Even the Massachusetts school law only states the subjects to be taught. There is veritably A SCIENCE OF TEACHING. There exist definite principles and rules which may be embodied to govern the training of the young. They have not the exactness of the mathematics, but their elements are sufficiently determinate to constitute their aggregate *a science*. For the chief data involved in the question are universal in range, and have permanent components and relations. Thus the powers of the mind have been thoroughly studied and lucidly set forth, the true methods to reach and develop them have been tested to a demonstration, and the demand which the affairs of life will make upon those powers, — the third of the trio of factors concerned in the process of instruction,— can be wisely answered only by fidelity to the other two. I should feel humiliated to prepare a Manual for our schools in this year 1885 if I did not make effort to ground it on the true scientific basis for the training of youth.

We might learn something on this subject from Germany, if we would. There, for long, teaching has been

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recognized as a science, and one would be thought a dunce to determine otherwise. An educated German would as soon think of employing a person as a lawyer who knew nothing of the science of jurisprudence, or a physician who was ignorant of the science of therapeutics, as to send his children to a teacher who had not become, by study and practice, an expert in the science of teaching. The Prussian government dictates the terms and definitions of the science, and regulates the teaching so that it shall perfectly conform. It does not pretend that the science is deductive and immutable. It contentedly admits it to be, to some extent, experimental; for it does not assume that everything pertaining to it is conclusively settled. But it does assume, and truthfully so, that many things are as good as settled; and these things are treated as science. The Prussian system, built up on these principles, has had its vacillations, but they have only indicated the swinging of the pendulum between the two extremes of opinion that have existed in reference to the practical application of the science; they have never assailed the integrity of the science itself. And the pendulum has come to a stop at last upon the golden mean between the two extremes. For as a writer * has remarked, we do not find a repetition of unsuccessful experiments in the history of Prussian education, as often occurs in that of America. Wisdom in Prussia has been the fruit of experience.

THE CHIEF PRACTICAL DEFECT IN GRAMMAR SCHOOL TEACHING. — I enter now the grammar schoolroom and listen to the exercises; and I soon discover a defect running through nearly all of them, the direct consequence of a violation of fundamental principles; of the substitution

* Hon. J. D. Philbrick, who has favored me with valuable facts and suggestions in the preparation of this "Course of Study."

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of crude popular ideas of education for the solid reality which the science demands.

The practical application of the principles of teaching may be summarized under three distinctive heads: *first*, instruction to give familiarity with the instruments of knowledge, such as language, figures, the organs of speech, etc.; *second*, the communication of knowledge itself; *third*, the discipline of the mind. All three are indispensable to a sound and useful education. Neither is to be unduly subordinated to the rest. But it is very plain that the first to be deferred to, in the order of time, should be that which is to give familiarity with the instruments by which knowledge is to be attained. And it is equally plain that this precedence must be maintained until the proposed familiarity is an actual and available acquisition. For to hurry pupils forward into studies which have for their paramount purpose the communication of knowledge, before they have a positive mastery of the instruments by which knowledge is attained, is to carry confusion and imperfection into everything. And this is precisely what characterizes the work of American schools. "The cart," to use a trite figure of speech, "is put before the horse." Through a most unfortunate perversion of the scientific proprieties in the case, owing to a popular furor to have the schools teach many things, it is almost universally believed by teachers that accuracy and breadth in the knowledge of the mind's instruments is immaterial. The work cannot be delayed for that. The pupils must be pushing on. The result is that those instruments are put to use before they are half ready for use, and as the imperfection is not subsequently appreciated and remedied, they do bungling service all through the course of study. It is as if a carpenter should be so bent on executing a job that he will not take time to prepare his tools, and so labors on with a gapped saw and a dull plane, turning out a

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wretched piece of work. It is like sending a body of men to the field of battle who are raw recruits, and therefore are sure to encounter a Bull Run defeat. Thus the arithmetic is parcelled out to be gone through with in a certain length of time; so much this year and so much the next; and the fundamental processes through which familiarity with figures and the relations of numbers are to be gained, are hurried over and left half mastered, because the time for that is up and the class must be getting on. When the examiner comes round, the question will not be, How expert are these youth in handling figures, as such, but — according to the degree of their advancement — what do they know about the greatest common divisor and the least common multiple, or complex fractions, or apothecaries' measure, or the equation of payments or compound proportion, or some other of the ~~grand~~ Grand and lofty tumbling operations that have been crowded into the text-books, to turn off the attention of pupils from useful arithmetical study. Then there is language, — that invaluable instrument of thought and culture. How is that treated? I will say nothing in this connection of its magnificent but sadly undervalued capabilities. I only wish to call attention to the shames it is subjected to in being forced into service to convey information when it is in a wretchedly crude and unfit condition for such service; when the pupils have no vocabularies at command to meet its contingencies, hurried forward as they are into text-books of study before they know enough of language to comprehend clearly the meaning of half the words they will encounter. So they go stumbling along, to be rated as dolts, perhaps, because they have not been taught a knowledge of the instrument with which they are to work! People talk about reading as one of the three indispensable fundamental R's, and yet in all our schools a few years gone by, — and the traditional outrage still largely prevails, — the whole

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amount of reading did not exceed one limited volume a year, — it was often less than that, — and the blundering execution consequently was in keeping with the beggarly provisions for it. The contrast of pretension with performance was as ridiculous as it was humiliating. There are auspicious omens of a better state of things. Supplementary reading, as it is termed, has been introduced. But the misleading infatuation dies hard, and this tentative innovation often gets the cold shoulder, even where we might look for an appreciative welcome. I have heard of corps of teachers in prominent schools, who have protested to their school committees against it because it occupies time which is necessary for the prosecution of studies that communicate knowledge. Knowledge, — heaven save the mark! I wish the pages of useless details which make up more than half the contents of the study books, and go by the name of knowledge, were ripped out of the covers and made ashes of, in bonfires. It would be the only illumination they would ever have shed on the abused and long-suffering generations!

Neglect of the Organs of Speech. — Another neglected instrument of knowledge, in the reckless hurry to cram the minds of pupils with information, is that of *the organs of speech*. This is a priceless gift of God, who demands that we do it justice. In most schools, however, it is only imperfectly cared for, while in many it is altogether slurred and disregarded, as though if only a pupil can express himself so that out of his clipped, blurred, monotonous utterances his meaning can be evolved, it is enough. How many teachers themselves abuse their native tongue! And yet what power, as well as beauty, accompanies a well modulated voice, expressing itself with a clear, distinct articulation, and an accurate pronunciation! Set over against each other one who has thus trained

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his vocal organs, in respectful homage, to honor and illustrate his mother tongue, and one of the slovenly class who correspondingly abuses it, and how conspicuous become the grateful effect, the genial influence, the merit of the former! Yes, the correct speaker is a public benefactor in these days when through neglect of this instrument, our noble language is in danger of becoming emasculated and degraded. And all the while, a truth which ought to stimulate us to faithfulness, our English has more elements of rich and forceful expression than any language elsewhere spoken in the world. It has the strength of the German united to the liquid smoothness of the French. It can exemplify in sound as well as sense, the melting tenderness of sentiment as well as the stormy fierceness of passion. And are we to permit such grace and power to become effete? The French allow nothing of the kind in reference to their tongue, the Germans scorn such laxity in reference to theirs. Faithfully, according to the genius of each language, is the training in vocal expression. These nations appreciate the social advantages, the positive influence that come of it. A German fires off his gutturals at you with so distinct an utterance of the powers of all the letters which compose his words, that he arrests your attention by his very clarity, if by nothing else, and makes you respect the force of his native tongue. So should it be with our English speech. But we are letting the glorious machinery run down, run wholly down. An eminent Englishman said not long ago that the Americans have dropped the letter "R" from their alphabet; and Monseigneur Capel has argued that our adherence in this country to the old law of English elocution, — to pronounce the vowels well and let the consonants take care of themselves, — produces what is called our "twang." He further says that a large proportion of the deaths from pulmonary disease is caused by not giving the vocal organs

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fair play by pronouncing the consonants clearly and distinctly. I have been hoping that certain teachers whom I know would take alarm from his statements, and adopt immediate measures to escape the danger of consumption which fearfully threatens them.

Yes, "teachers whom I know"; for I frankly say, with all due courtesy, that I am not arraigning the faulty pronunciation of the teachers of half savage children away in the backwoods, of whom no refinements of speech could be expected, but some of those in high places here on the seaboard, who should be examples of clearness and accuracy. With too many even of these prominent persons a certain class of errors which are robbing the language of its richness and beauty are very common. Thus, if they undertake to describe a magnificent storm, they will belittle it into an insignificant *stom;* they tell you that they have attended the insti-*toot;* and since this *toot* is a representative expression, we are reminded, while they speak, of a locomotive fishmonger tooting his horn; and if they inform you that they intend to visit *ch-you*, they *chew you* all up in doing it. Now should those teachers make a mistake in spelling, they would feel intensely mortified; and yet, precisely what correct spelling is to written language, correct pronunciation is to spoken language. And since hundreds hear us talk where only a few see our handwriting, how much more important that we talk correctly than that we write correctly! Furthermore, how can one train pupils who must first be trained himself?

I will not make further citations of particulars in which proper attention to the instruments of knowledge is sadly neglected, for the sake of hurrying forward to bring those instruments into extended use. Enough has been said to illustrate and impress the truth of my position.

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A word of explanation is needful at this point. Let it not be supposed that I am pleading for a system which would hold back the pupils for an indefinite period from the acquisition of knowledge, in order to subject them to a mechanical drill on mere instrumentalities. That is by no means the point. Such a restriction is not only unnecessary, but would prove a positive hindrance rather than a furtherance, provided the teacher intelligently appreciates that there are several distinctive objects to be secured in the process of instruction, and has wisdom enough to give the foremost place to the studies and employ the methods which will best serve these various ends. While every lesson is to impart information, it is also to be an express and effective training-exercise for the better use of the instruments of knowledge that may be concerned. It is the neglect of this scientific combination of purposes which is the most formidable marplot in grammar school affairs.

It is easy to see how these distinctive effects, — the training of the instruments of knowledge, and the imparting of knowledge itself, — may be secured in combination. The fact is, this combination is not an arbitrary suggestion, but results normally from the very nature of the case. For the instruments used in acquiring knowledge are not a something to be considered apart from the service they render, but are themselves to be perfected by that very service. All the processes through which they are to be trained are the regular processes for the acquisition of knowledge. Thus instruction in the elements of arithmetic, — the use of figures and the relations of numbers, — may be given by means of exercises and problems of a directly practical character and value. So the medium for the acquisition of general knowledge is language; and the use of it in the formation of a vocabulary, in the power to interpret words and sentences, — the symbols of the thoughts of others, — and to express with ease and cor-

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rectness one's own thoughts, — these instrumental uses are all at the same time, or should be, practical uses, enlarging the boundaries of knowledge. The grand point is for the teacher systematically to serve both these ends, not centering all purpose and expectation on one only, to the detriment of the other.

The discipline of the mental powers, — one of the fundamental purposes of any true system of education, — may also be thoroughly cared for in the same connection. No need of any studies or exercises for the mere sake of discipline. As has already been said, there is no time for such an exclusive operation. All the ordinary studies of a school are directly and efficiently disciplinary, if they be systematically and faithfully pursued.

Violation of Nature. — A second defect, the legitimate offspring of the hurry to "get on" so characteristic of American schools, is the violation of the laws of nature which such haste entails. Thus in arithmetic, pupils are forced upon the study of problems, from time to time, which are so far in advance of the grasp of their immature capacities that they cannot understand the processes necessary for their solution. Therefore it is quite common for teachers to dictate such processes to be performed as matters of memory only. I myself, in our New Bedford Manual, expressly provided that the teachers were to "cease labored efforts to make the pupils of the lower grades understand such of the processes by which their slate work is performed as may be beyond their capacities at the time when those processes are necessary for their practice and advancement."

This was a concession to the prevailing craze which then, as now, made *the much* of far more importance than *the how*, that was pardonable at the time, but of which I should now be heartily ashamed. It was not enjoined

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without an abiding sense of its scientific impropriety, and it is time it were erased from our code of regulations. It contravenes the ordinations of nature. Whatever a pupil is not old enough to understand he is not old enough to touch. All advances in the subjects of study are a wrong and an injury, which overreach the development of power. Nature dictates the fundamental law of true progress, and we should submit with implicit deference to her behests.

In like manner mathematical geography is imposed upon grammar school pupils almost everywhere before they are able to understand its abstruse problems, and consequently the instruction they receive in the premises, however elaborate, degenerates into a mere piece of memoriter rote work. By a stupid inversion of the scientific proprieties in the case, these mathematical facts and problems are placed in the fore part of most text-books of geography, and by an equally stupid adherence to the order of topics as thus presented, the mathematical part is commonly assaulted first of all, when the pupils are least able to comprehend it. Time, to an incalculable extent, is wasted on premature attempts to make this subject intelligible to those who are too young to understand it. But there it is in the book, — it will be called for at the examination, and must be taught at just such a point in progress. The pupils must be "getting on."

A scientific foundation for school work would put an end to this mockery and waste.

Disregard of the Right Relations between the Subjects of Study. — A third defect, incident to our unscientific methods of instruction, is the gross disregard of the true relative values of the several studies which has long prevailed, and to a pernicious extent still continues to prevail. This topic has been adverted to in another connection, but it is desirable to discuss it more at large.

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Could anything be more senseless, — more absolutely absurd, — than the way in which this all-important matter has been managed, or rather the way in which it has been left to take care of itself without any management at all? What a prodigious loss of power, opportunity, and profitable influence it has entailed! It is not too severe a characterization of the studies in American elementary schools from time immemorial, to say that the most important of all have been kept ignominiously in the background, while others which have been utterly useless as intellectual helps have been proudly maintained at the front. All along there has not been a particle of selection and arrangement on the scientific basis of relative worth. This sounds like a harsh and prejudiced judgment, but it is literally true.

The condition of things in this respect is better than formerly, — than it was even fifteen or twenty years ago. One can scarcely believe that within so brief a period of time, *reading*, held by every thoughtful person to be important beyond most other studies, should have been treated with the utmost indifference, while *parsing*, that outright humbug, was sustained and gloried in as the crown of intellectual attainment. *Spelling*, too, while essential to good scholarship within reasonable limits as an embellishment of written language, was so irrationally thrust forward out of those limits as to be accredited as an independent subject of study. The right spelling of the most difficult words in the dictionary was held to be a feat indicative of masterly mental power. An illiterate woman who was once commending her son to me, accurately voiced the popular idea about spelling when she said, "My boy don't know much about 'rithmetic and jography, and he can't do much at readin'; but he's powerful on spellin'. Oh, you oughter hear him spell!" This conception of the specific virtues of spelling is fast losing ground among the teachers of public schools, I am happy

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to say. It maintains its place only in the fossiliferous examinations for admission to West Point, and the Naval Academy at Annapolis. At those examinations the antideluvian professors still continue to propound a score or two of crackjaw orthographic monstrosities, culled with devoted painstaking out of the corners of the dictionary, and because the candidates from public schools, too well taught to have wasted time on such a range of study, make failures, a doleful lamentation is heard from the professors at the deterioration of the public schools!

Arithmetic, in those former days, was regarded as the first of studies, occupying by virtue of its unbounded superiority from a third to a half of the whole school time. The traditional prejudices which thus enthroned it have been softened away, and its pretensions curbed; but it still enjoys a range of applications, embracing all the possible uses to which it can be put in mortal affairs, which can be of no possible value to the pupils, and which rob other studies of prime importance of the time which they greatly need.

There have been gratifying approximations, as I have admitted, towards a right distribution of studies according to their relative values. But the improvement will be irregular, imperfect and vacillating, until it is undertaken from the starting point of scientific truth.

Suggestions for Improvement in Grammar School Work. — I have not attempted to exhaust any topic of which I have been treating. I have not instanced all the points of failure to do justice to the various instruments of knowledge, and to establish right relations between the studies. I should exceed the reasonable limits of a Report to do so. I have only brought to notice the most salient errors and defects; but enough, I believe, to enforce my ground.

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I will now, without any attempt at argumentative precision, present some points which I believe would greatly enhance the value of the instruction given in our grammar schools.

In the first place, the study of language should have the post of honor in the schools; not grudgingly nor partially, but with a whole-souled appreciation of its transcendent merits. For, *first*, it outranks arithmetic and everything else in sterling importance. Words alone are the symbols of thought, and language, therefore, is the key to all other studies. Even arithmetic depends upon it for entrance into the mind. And as for its practical value, as compared with arithmetic, we must all assent to the remark of some wise man, that "there are more annoyances in life arising from a want of knowledge of the English language, than from a want of familiarity with arithmetical rules; and many a man who is immersed in business is less troubled in regard to arithmetical operations than in relation to the expression of his ideas." Most of the arithmetical operations with which the great majority of men and women have to do in the various affairs of life are only of the simplest nature, easily comprehended and as easily practiced; and there are multitudes who would gladly exchange the profit which has accrued to them from incessant drill in arithmetic when at school, for that command of language which would save them from stupid blunders and halting incompetency in the expression of their thoughts. For want of necessary instruction in the latter their lives have been robbed of one of the most grateful means of happiness and success.

In the second place, a thorough and comprehensive knowledge of language in its various forms of expression is an education of itself. The community has progressed so far as to accept as truth, for it is the dictate jointly of philanthropy, common-sense, and ripe experience, (I

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trust it has, — I assert it with some misgiving,) that a youth with an ordinary working knowledge of arithmetic, and such a mastery of language that his conversation and other forms of personal address are ready, easy and accurate, with the possession, also, of a correct, flowing and effective style of composition, and a disciplined mind behind them both to make them the vehicles of solid thought, happy illustration and persuasive argument, is a scholar, — is one of the best of scholars, let his knowledge of any of the specific subjects in use for the instruction of youth be what they may — great, little, or nothing. He has had a splendid education; and no amount of proficiency elsewise can compensate for imperfection in this. A youth thus furnished is an ornament and a power in the world, and repute and fortune await him, if he choose to make them his mark. Now do the public schools of the land often send forth into society youth so trained? No; because they do not employ the means. The minds of the teachers are bent on something else for them. School authorities have too much lingering faith in the notion which Huxley so forcibly denounces when he says, "I would assuredly devote a very large portion of the time of every English child to the careful study of the models of English writing of such varied and wonderful kind as we possess; and, what is still more important and still more neglected, to forming the habit of using that language with precision and with force and with art. I fancy we are almost the only nation in the world who seem to think that composition comes by nature. The French attend to their own language, the Germans study theirs; but Englishmen do not seem to think it worth their while." Put the word "American" in place of the word "Englishman," and the sarcasm is just as apposite. The two chief exercises through which a scholar of the noble pattern which I have set forth is to be fashioned, are reading and composition;

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and these are the very exercises which, in the great majority of schools, are specially underrated and slurred. The reading is too often a droning, perfunctory performance, the teachers perhaps having no power to illustrate what live, appreciative, magnetic reading is; and as for composition, it may be entered on the programmes of most schools as a requirement, but I have yet to find the school in which its incomparable merits are recognized and the position accorded to it which those merits demand. It is rarely allowed any specified time and place. From the treatment it receives one would suppose it to be an immaterial exercise of which custom requires the notice, but which cannot be suffered to interfere with anything else.

It seems hardly necessary to outline a course of study in English language. Our teachers in all the departments have repeatedly been instructed in both principles and methods, and are supposed to be teaching in conformity to them. Still, in a connection like the present, when an effort is to be made to construct a body of laws for the regulation of the schools which shall rest for support on a firm philosophical foundation, it may be well for all of us — authorities and teachers — to pass carefully and intelligently anew over this vitally important ground.

The first point I would emphasize is one which should be held by the teachers to be of sacred moment, and should accompany every step of the instruction in language, from the first entrance of the little child into the schoolroom until he graduates, thirteen years afterward, from the High school. Not a solitary recitation should be heard which it does not expressly modify, not a success be scored which it has not indorsed. For if it be disregarded there is no such thing as success. It is the simple fact that *words have no intrinsic value. They are only symbols of ideas;*

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and if they do not consciously stand for ideas, they are nothing.

I think it well to repeat some reflections on this topic, which I made use of a number of years ago.

A teacher paid a visit to a prominent grammar school in a city that greatly prides itself on the condition of its schools. She listened to a recitation in history, of which the method was as follows: The scholars were called up in succession, and required to recite verbatim a portion of the text of the lesson, each in turn taking up the thread of the narrative at the point at which his predecessor ended. And if any urchin was so unfortunate as to make the least mistake, he was summarily seated and his recitation marked *nil*. The teacher asked no questions; she made no suggestions. She merely supervised this prosaic, unintellectual performance.

At its close, wondering not a little at the wearisome vacuity of this process, the visitor ventured to say to the teacher, "Are you satisfied with such a textual recitation as this? Do you not sometimes try how far the scholars can render the sense of what they have learned in their own language, to tell whether it is understood?" "Oh, no," replied the teacher, with a sarcastic laugh, "I tried that mode of teaching for a while, but I got such ridiculous answers from the most of the class that I soon gave it up. Those answers were so far away from the meaning of the text-book, so utterly nonsensical and absurd, that I wrote down some of them to keep as curiosities; and I will read them to you." So she opened her desk, brought out her portfolio, and in great amusement read some of the answers she had preserved; and true enough, when compared with the text of which they professed to be restatements, they differed from it in meaning so widely and so oddly that the contrast would have been laughable to the visitor also, if it had not been so painfully suggestive.

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"There," said the teacher, "a few days of such answers were enough for me; I went back to strict memoriter recitations. These scholars are capable of nothing else."

She did not appreciate the profound importance of the revelation which that experiment had made; revelation that the words of the text-book were utterly meaningless to those scholars as symbols of thought, and that they might as well have been learning the syllables of an unknown tongue. She should have wept rather than laughed over their failures; wept that she should have been instrumental in a process that had been wasting their time and stultifying their brains!

This anecdote appropriately introduces in a practical manner the subject of the damaging extent to which words are learned in schools without definite association with ideas. There has been a vast improvement in this particular in our own schools of late years — a vast improvement. But there is room for more; and I believe that this is still so great an evil as to present one of the most striking and exigent problems to which the attention of educators can be directed.

Is there any doubt that this is so? Let an unprejudiced observer go into one and another of even the better class of schools in favored localities, and passing through their ascending grades in succession, to the very highest, patiently test how far the pupils have been trained to associate words with ideas. First let him hear them recite in their various studies, which very likely they will do remarkably well. Let him listen while they state principles, rehearse definitions, narrate facts, read selections. Then let him select, at random, words and phrases from among those which they have just been employing in their recitations, and ascertain what mental conceptions they symbolize; what ideas they convey to the pupils' minds. Let this be a patient, discriminating, thorough transac-

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tion. And what will he find? This; that with quite a large number of the pupils many of the words evidently convey no definite ideas at all. They will prove to have been *memorized words* and nothing more. With another class, the conceptions will be evidently so vague, so defective, or so untrue, as to be obstacles rather than helps to real culture; and few, comparatively, will exhibit those correct and well defined ideas which show that they have wedded words to thoughts and made them active instruments of the mind.

Let him go further. Let him follow a fair representative graduate of an average public school out into life, and test his knowledge and culture,—test what his school training has accomplished for him. He will discover, in the first place, that a good part of that graduate's technical attainments will seem to have dropped quite away from him; to have gone — quite gone; his remembrance of facts, of principles, of definitions, of processes; and of the part which his memory retains, a good portion will be so vaguely, mistily, inaccurately recalled, that it might as well have faded altogether from the mind. Why is this, I ask, after the years of memorizing and of drill to which he has been subjected? It surely is to be attributed, in part at least, to the fact that all along through his school career he has had only vague, misty conceptions of the meaning of the words through which his knowledge was acquired.

Again, let the inquirer measure the ability of that youth to express himself with ~~care~~ ease and correctness in speech or with the pen. Let him subject him to that crucial test of education, as to which failure makes vast stores of intelligence comparatively worthless, and the long-protracted discipline of study a profitless endeavor; and how will he be found? Nothing oftener or more keenly points the sarcasm of the enemies of popular education than the

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awkward infelicities and stammering poverty of the speech of the masses of the people; and these disqualifications are immeasurably amplified as soon as they attempt to write. And what do such failures indicate, if not a very defective training in the use of language?

Let the inquirer test the representative youth still further. Let him discover the degree of his love for pure classic literature, and of his devotion to self-improvement. The result will be painful indeed. The great majority, when they pass from the schoolroom into life, put aside its scholarly associations when they put aside its books, and exhibit thenceforth a careless indifference to the means of mental growth. And this I believe to be, in good part, because of a lack of that genial familiarity with language and with the literature that such a knowledge of language presupposes, which should have been acquired at school.

Bringing the results of this observation back to the schoolroom, as data for further investigations there, it will be found that the requisites of school work in connection with almost every study, — whether we have regard to the selection of topics, the estimate of the relative values of the different studies, or the manner of instruction, — prove the truth of the position, which these data amply corroborate, that one of the chief errors underlying American school work is *a dependence for both the development of thought and the communication of intelligence directly upon* WORDS; *as though when we give a child new words we furnish him with new ideas.*

Plainly, our scholars are poorest taught in that in which they should be best taught, and that is *the knowledge of their mother tongue.* Nothing in the whole range of instruction will compare with that.

This poverty of results, however, is found to be associated with the instruction of many schools which have taught language with the earnest purpose to make the

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study abundantly fruitful. To such schools, therefore, the foregoing strictures will not all apply. Our own schools certainly do not fail in devoted purpose. So far, then, as their fruits disappoint us, the failure must be owing to defective methods of work. What these methods are, and wherein lies the defect, will appear, I think, on examination.

Details of a Course of Study in Language. — Soon as the little primarians, new comers to school, have advanced far enough to read their primers with a clear intelligence of the words as symbols of ideas, — I say nothing here of the prior training to reach that point, — a systematized progressive course of instruction in language is to be begun, which shall not intermit its beneficent dispensations until those pupils, their school days over, shall graduate from the High school and go out into the world. It must be systematized, I say; thoroughly so. The exercises must be interlinked in a mutually dependent sequence from beginning to end. The grand ulterior object, — to illustrate as fully as the opportunities of a public school will allow, the utmost capabilities of language as an instrument of thought and expression, — is never to be lost sight of for a moment. It must give point and vitality to the lessons of every day. Their regulation must take into careful consideration the various agents through which language is to be taught, and adjust them to each other according to their normal relations. In saying this I have in view, on the one hand, the benefits derived from intercourse with the symbols of others' thoughts, through reading, listening, dictation exercises, and the like, and on the other hand the benefits which accrue from the expression of one's own thoughts in speech or with the pen. The two should be intimately associated from the very first. The one should be made designedly and uniformly to help

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the other. There is an incalculable loss of power when the two are practiced indiscriminately, without regard to the work they should jointly effect.

The various ways by which language is taught through the primary grades are familiar to every live, ambitious teacher. There is reading, first of all; there is oral work — there is the preliminary analysis of the phraseology of every lesson to make sure that it is perfectly understood; the review and illustration of text-book statements to secure accurate conceptions of the facts involved; the requisition — to be rigidly adhered to under all circumstances, and in every grade, to the end — that the answers given by pupils shall be expressed in complete sentences; and a short season of vocal gymnastics to accompany every recitation, to secure clearness and accuracy of enunciation. All these agencies, moreover, to be applied to a greater or less extent in the primary department, are equally indispensable in the grammar department.

Then there are the various forms of profitable written work — dictation exercises for written reproduction; the similar reproduction of object lessons, stories, class lessons; descriptions of pictures, sights, scenery, journeys, events; the writing of letters; and now and then, attempts at original composition.

I have not delayed to distribute these methods in any scientific order, for I am only opening the way to what I have to say respecting the work in grammar schools.

Study of Language in Grammar Schools. — The pupils are now more mature, and their study of language is capable of assuming a more definite and methodical character. The agencies for their instruction, therefore, must be considered and applied with corresponding discrimination and wisdom.

The first point I make is that the study must be allowed

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plenty of time. Cramp anything and everything else rather than this. Eliminate some other studies altogether if they claim time which this, the lord paramount, requires. A course of study will never be established on a perfectly sound and truthful basis until the starting-point in the allotment of time to the studies be the resolution to take first that which is of most importance and give it the full measure it needs for its effective performance, — then the next in the order of values, and so forward to the end. And when the school hours have all been thus distributed, what studies remain "out in the cold" must perforce remain there. Better be content with less in quantity if by the diminution there be a gain in quality. The clipping and shredding of time and opportunity in connection with the various studies, because there are more studies than can be fairly accommodated — defrauding each for the sake of all — is the ruin of good work in many schools.

Next, I would enjoin the principle that a knowledge of language, in any true sense, is to be acquired, not by rules, but by practice alone. Here, perhaps, is one of the occasions of the meagre outcome of good results to which attention has been drawn. Grammar has long been, and — in lesser measure, let us hope — still is, a special study in the schools. To some extent, it is necessary; but its purpose, — its only legitimate purpose, — is seldom clearly understood. It is supposed to be an element of instruction in language essential to attainment. This notion, heirloom of old-time fatuity, cannot be erased or driven out of the brains of many teachers; and the loss from its prevalence can be imagined. That it is a false idea can be demonstrated in a very brief space. Grammar is an embodiment of the laws which constitute the science of language. The science of anything is a systematic state-

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ment of its laws *deduced from the facts of its own being.* It has to be, therefore, before the science of it can exist. How absurd, therefore, to suppose that one can make any progress in the practical use of language through an abstract study of its laws! Whoever has tried such an anomaly, — tried to become a good writer, for instance, by applying the rules of grammar, — has found the ease and freedom of expression which are prime essentials of good composition, completely hampered and destroyed.

Prof. Hill, of Harvard, in an essay published last year in Harper's Monthly, declares against the teaching of grammar in what we call grammar schools, in any wise. He loses sight of the fact that we must have a nomenclature, and the rules which define it, in order to criticise methodically the language work of the pupils. For this purpose we must have a certain amount of grammar. But this is the only purpose which justifies its introduction, and it should place definite limits on its use.

Going a step farther, it should be a point of special care and interest in grammar schools to have much reading of interesting books. This exercise of reading is almost universally misunderstood and underrated. It is practiced usually for the sake of making correction of mistakes, injecting criticisms and explanations, and the application of grammatical rules. Now these details of method are all necessary when directed and limited by an intelligent understanding of the service they are to render. But the mistake is made of supposing that this is a way to develop the power of easy expression and will enable the pupil to read well. The exercise is impotent to produce this effect. It is not the way to stock vocabularies nor to induce a love of literature. No — it is the very way, if made tasking and tedious, to create a mortal distaste for literature. There must be much reading, not for any

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process like this, *but for reading's sake;* under teachers who realize the priceless benefits of conducting the exercise for such a purpose, and know how to do it well; who are themselves conversant with literature, and prize and enjoy it, and can read it themselves with magnetic spirit, kindling the minds of the pupils into responsive appreciation of the informing soul of the matter read. What sensible advances pupils make as readers, where they have teachers who are thus capable of rightly conducting the exercise, and, reading with them and at times for them, all aglow with interest, excite their mental curiosity and lead them brightly on!

The use of this phrase, "mental curiosity," prompts me to say that there must be a careful selection of appropriate matter to be read. It will not do to take the text-books in reading of an ordinary school series and go with regular routine through their contents, piece by piece. For, in order to suit all tastes and expectations, they are largely made up of didactic essays and sublimated forensic speeches, which have no relation to a child's thought and sympathies, and therefore will not attract and benefit his mind. It would be well in this connection to take a lesson from the laws that govern our physical aliment and growth. What leads to the exercise of the physical energies in the procurement of food? What leads to the avidity with which we consume that food when procured, that it may nourish our bodies and fortify our strength? It is appetite; and if the appetite be wanting, the food lies unconsumed and the body is unsustained. In like manner it is *mental appetite*, and that alone, which can impel the intellect to make acquisitions, and be relied on to urge our pupils forward in the race for an education. An examination in reading which took place in our grammar schools last Spring, impressed this great truth very forcibly on my mind. The examiner first went through

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the fifth grade, — the highest classes, — on matter contained in the regular text-book readers. He selected, — for the sake of words somewhat out of the track of the familiar knowledge of the pupils, — certain classic speeches and essays of an advanced rhetorical character. The reading was poor, uniformly poor, in all the classes. It was very disappointing. The pupils went drowsily forward through their stints, and there was sometimes a sad blundering over unfamiliar words. "I am amazed," said the examiner; "is this the measure of the knowledge of the highest classes in our grammar schools? What is the mystery about these results? I am sure there is a something which I fail to understand."

He held a second examination; and with sagacious forethought sent to Boston and ordered a full supply of Daily Heralds, to be of the same date as that of the examination of each class. He assigned to be read editorials and statements of the most varied character and subjects, — politics, finance, science, government, and otherwise, embracing words and phrases and often abstruse presentations of thought, far more tasking, one would have supposed, than the selections from the text-book. But the reading was admirable, — truly admirable, — full of life and spirit, while the novel words were pronounced with scarcely ever a halt or a stumble. The difference between the results of the two examinations was astonishing. What occasioned it? What but the difference in the whet of mental curiosity in the one case and the other? At the first examination, the pupils felt at the start that the matter was dead and lifeless. It had been borrowed from the past, and had no relations with the pulsating life of the present. But the newspaper was the voice of that very day. It had been procured expressly for the occasion. It was instinct with the vitalities which were moving the country and the world at that very moment; and with intellects

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excited up to a high pitch of sympathetic appreciation, they attacked the passages given them to read, so wide awake and capable, that they grasped the ideas of the author and interpreted them with ease, *the drift of the meaning of a sentence defining the meaning of its unaccustomed words.*

I have placed the above sentence in italics that it may attract special attention, so full of pointed suggestion is the fact it states. It is one of the prime services rendered by much reading, only for the sake of reading, that the meaning of words is defined by the sense of the passages in which they occur; and the repeated occurrence of the same words, in various connections, adds those words permanently to the vocabulary of the pupils, provided that, through associated written exercises, the impression be confirmed.

English Language and Literature in High Schools.

This element of training — much reading — is to be persevered in systematically to the very end of a full school course. It should displace a good part of what is now going on in high schools under the name of English language and literature; and though my stated theme should confine me to the work of grammar schools, I will venture to enlarge a little on this topic.

There is, first, the study of rhetoric as pursued in high schools. It is followed up with conscientious painstaking in a large number of them, not as the scientific analysis of knowledge which has been already acquired, — its only normal service, — but as the medium of its acquisition. It is imposed at the beginning of the course; and that its utter incompetency as an elementary instrument for teaching language should not have long ago changed its position from the beginning to the end of the course, and greatly limited its range, passes comprehension. Its use for such

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a purpose is parallel with the use of grammar in grammar schools for a similar end. I remember when we had in our High school a bulky, pretentious, somnolent volume called "Hart's Rhetoric." It was methodically composed and arranged according to the traditional programme of the subject, with sonorous and suggestive headings, such as "punctuation," "diction," "classification and construction of sentences," "figures of speech," "special qualities of style," and so forward; and this voluminous theoretic rigmarole was parcelled out into lessons for the lowest class to delve upon throughout the whole of the first year. A month's intelligent instruction through reading and the writing of compositions would teach them more, — as we have learned since we abolished the wasteful formality, — than the assiduous theorizing of that whole year.

M. Buisson, the French commissioner to our Centennial Exposition at Philadelphia, made a careful study of our high schools, and was greatly pleased with them. No terms of praise were too strong to express his admiration; but he was really amused and amazed at the travesty of the study of language and literature which he found to be current in those schools.

"We have little to say as to the rhetoric classes in the high schools," he writes in his report to the French government. "In Europe we hardly think of American classes as engaged in copying and re-copying whole volumes of definitions and rules on figures of speech, tropes, qualities of style, invention, elocution, arrangement, — in fine, the whole arsenal of the most scholastic, pedantic and useless old-time rhetoric. Yet this is just what they are doing in hundreds of schools, and it is incomprehensible that the local committees, usually so anxious to give a practical character to instruction, do not take notice of this enormous waste of time without the smallest profit."

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So far as we here at home had sinned in this senseless way, we were pricked to the heart by these pungent thrusts and amended our doings in hot haste. But the same foolish dependence on pedantic and useless old-time rhetoric is still in vogue in many schools, and in a modified form in a still larger number. For new text-books of rhetoric have multiplied of late, all of course quite certain of a market; and the controlling impulse to their construction has been the same antiquated and forlorn idea that a subject as yet unknown can be presented and mastered through a study of its laws.

I take exception also, emphatically, to what is going on universally in high schools at the present day under the name of the study of English literature. I mean the analytical criticism of a few selected excerpts from classic writers, to acquaint pupils with their style, the rhetorical images they employ, their illustrative allusions, habits of thought, and so forward. That, however profitable and laudable for certain ends, is not the study of literature, by any means. It is nothing of the kind. It is a caricature of the reality. In fact it bears the same relation to it that the analysis of the architecture of a few windows or porches in a magnificent palace has to the inspiring effects of the structure as a whole. I may have imperfect knowledge of this subject, but I cannot help thinking that to look for a youth as yet unacquainted with literature to acquire a yearning love of it from this close criticism of a comparatively few specimens, is like placing a person blind from birth face to face with a skinless manikin, and then suddenly giving him sight, and expecting him, by tracing the courses of the bloodvessels on that figure, and handling the pieces representing the vitals, to realize the appearance of a perfect man as described by Shakespeare: "What a piece of work is man! In form and moving how express

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and admirable! In action how like an angel. The beauty of the world! The paragon of animals!" We want no false pretender like that; we want in its stead, to accomplish the object it vainly attempts to compass, — a liberal intercourse with literature in the large, compelling love through grateful familiarity.

Books then, and plenty of them, — so carefully graded that a competent vocabulary shall anticipate every progressive step from one grade to another more tasking, by reducing the new words to be encountered to a minimum. For nothing can be more absurd than the hope to cultivate a taste for literature through reading too difficult to be readily understood.

Lastly, a faithful regard must be paid to the priceless exercise of composition, — begun at the very first through the well known elementary forms, intimately associated all along with the subjects of the reading lessons, and increasing in its draft on original power until the stage is reached at length where the pupil may be thrown on his own resources to work out the material of his themes. This may occur in the upper grades of the grammar schools; and from that time forth every theme is to be read and pondered by the teacher, until he appreciates the mental attitude of the pupil when he wrote it, sees clearly how fully or otherwise he understood his subject, and how logically or otherwise he has elaborated his thought. The result is then to be brought distinctly before his mind, and the composition, if defective, is to be recast in accordance with the teacher's criticisms. Done well, this imposes hard work on both teacher and pupils. It demands a good share of time, moreover. It must not be crowded into unappropriated corners, nor intrusted to chance moments clipped from the allotted time of other studies. It must not be hurried. From its very nature, it demands calm,

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thoughtful, deliberative treatment. It must occupy the front rank in the distribution of opportunities, and when that measure of justice shall be granted, a new standard of attainment in the knowledge of English — that best of all knowledges, — will crown the work of our public schools.

I come now to that deeply interesting and important branch of the subject, — the proper fields for *instruction in general knowledge* in grammar schools. But I must restrict myself. My subject is so prolific that I have already reached the usual limits of a Report.

As has been stated, there are three prime objects of study in elementary public schools, — mental discipline, training in the use of the instruments of knowledge, and the attainment of knowledge itself. The first can be carried on only as an adjunct of the other two, — no time can be granted for its independent consideration. The second is all-important, as I have endeavored to set forth; but the third also presents claims which must not be ignored nor slighted. Training in the use of the instruments of culture must be rigidly insisted upon until such familiarity has been secured as will give power and scope to the intellect, and the broad margin of remaining opportunity must be devoted to furnishing the intellect itself. Our American youth must not be sent out into the busy world without some understanding of those subjects which will interlink their schoolroom work with the duties and occupations of practical life. Thus there must be instruction in *geography*, for it not only contributes to one's fund of interesting knowledge, but is an important factor in working out life's social and business problems; in *history*, at least of our own dear country, for to say nothing of the practical advantage, it is a disgrace to a citizen not to know something of his country's past; in *the rudiments of the natural and*

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physical sciences, especially of those which have immediate relation to the ordinary phenomena of nature, and the labors, duties and occurrences of every-day affairs. Our youth, who are to be thrown among the ever-changing opportunities and exigencies of American life, whatever else they may acquire or fail of, need intelligence broad enough to enable them to put a meaning into passing events and the scientific and artistic facts they may encounter, so that they may bring their mother wit to bear effectively upon their circumstances.

The subjects thus detailed, together with *language*, *arithmetic*, and *writing*, must have each a definite place and time assigned to them, that neither may fail of systematic attention. Place, too, must be found for *singing* and *drawing* for all pupils, together with *sewing* for the girls and *hand-training* for the boys.

But where is the time for all this, the teacher asks, — time for this extended elaboration of the subject of language, — in addition to all that we are busy with attempting now? We can find time, I reply; I am quite sure of that; for I hold it as a principle that, in the just and loving providence of God there is place for everything that ought to be. "Yes," rejoins the teacher, "but the time is all appropriated *now*." Granted, I return, and therefore a good part of it must evidently be misapplied. So we will come down on the present course of study with a winnowing machine, which I have heard spoken of, but which I am not aware has ever been put to use, that will forthwith separate the useful matter from the useless, and show us where we can gain the time we need. Here it is, comprised in a short comprehensive rule,—"*The knowledge which will lie in the mind as a passive possession is of no value whatever.*" Now mark what a winnowing that effects! How it goes sweeping across our present fields of elemen-

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tary study, in geography, history, arithmetic and the rest, cutting a track like the destructive swarth of a cyclone! How it leaves only a narrow belt of upright stalks, supporting their plump heads of golden grain along the margin of the broad open course where lie prostrate the tares and the promiscuous trash!

A friend to whom I mentioned this rule, suggesting how much good its application would effect, replied that perhaps it is well sometimes for our pupils to have rations of innutritive brain food intermixed with the better sort, for the sake of distention, — just as a hostler gives a horse hay with his oats, — so as to keep the mental stomach in good condition to digest nourishing aliment, as it may present itself from time to time for consumption. Plausible that, but I protest! This useless stuff, — useless as nutriment, — which would be swallowed only for its mechanical effects, must subsequently be got rid of. And how can that be effected? It will not digest, and I fear it would create disturbance, — would induce weakness and dyspepsia. The thought of it puts me in mind of the old sailor's remedy: "Ef any of ye's got dispepsy, and yer want to git red on't, jest do what I tell ye. Git a big piece of old salt junk and bile it and eat it for your breakfast; an' you'll feel it all the next mornin' arterwards, a lyin' in your stomach, a nourishin' of ye." A portion of the useless matter which our pupils are now forced to learn must lie in their mental stomachs in irritating offensiveness a good deal longer than "all the next mornin' arterwards."

I have time to make application of this winnowing rule to a single study only. It shall be geography. The amount of that subject which needs to be studied, drilled upon, memorized, to make it available, is comparatively little; and good teaching will see to it carefully that it does not usurp the time and attention due to essential demands. I am outspoken on this point, for of all the errors

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of our schoolkeeping, none is more flagrant and nonsensical than the waste of time upon an infinitesimal variety of historic and geographical details. What are the elaborate methods of teaching geography now in vogue, with their syllabusses, schedules, synopses, topical divisions and subdivisions, etc., but composite systems of mnemonics through which the reluctant memory may be induced to swallow and retain huge doses of profitless facts, — just as old logs are preserved in passive inutility until the trump of doom, buried up under the mud of a salt marsh. Admirable expedients they are under the present vicious circumstances, — superfluous and obtrusive they would be were the study rightly conditioned. If I had entire control of a system of education, the only text-book in geography I would tolerate in a grammar school would be the little Introductory, — and even that should have portions curtailed. What would be left would be enough, — amply enough, as a foundation to build upon in the right way. When that had been faithfully studied, the large book should be put to use, — but only for reference. It should never be made the medium of task work, never! The only lesson-book thenceforth should be the current life of the busy world. In that the pupils would find lessons fairly bursting with attractive vitality, — lessons which would be conned with enthusiasm and lovingly preserved in mind. And it would not occupy half the time devoted to the study now.

I am in earnest in making this proposition. It is not an off-hand suggestion, the whim of the moment, but is the fruit of deliberate premeditation. I believe in it as an alternative of the present objectionable conditions of the study which will not only be free from all their errors, but prove the agent of richer, more grateful and more practical results than were ever yet evolved from it, except through some similar device. It is full time that an

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alternative should be proposed. I am not alone in detestation of the existing methods of teaching geography. Prominent educators on both sides of the water have long inveighed against it in the strongest terms. But their aversion has usually ended in futile protests, and the evil remains in full career. Professing to recommend a course of study on a scientific basis, it became my duty, as it is my pleasure, to suggest an intelligent, practicable and feasible substitute, and urge its full adoption. This I have done.

Let us see how this substitute would work. The elementary geography, whatever it may be, — with us it is "Harper's Introductory," — is to be the text-book during the first two years in the grammar school, and during that time it is to measure the limits of the study. By the close of that term its simple details, which are ample enough as the base for all the uses to which geographical knowledge can be put, may be supposed to be familiar to the pupils; and during the remaining three years of the grammar school life they are only to be occasionally exercised upon them, that they may be firmly imbedded in the memory ready to make answer to every summons. *No larger book is to be studied.* No larger one is needed. No want of more facts, technics, tables, names, boundaries, — not one. The study is thenceforth to leave the field of dead prosy statements for that of inspiring life. The large geography is to be for reference only. It will be of consequence for that.

"Let us ascertain the news under the telegraphic head this morning," says the teacher, as he begins a genial exercise in this new field. "Ah, here is something about the troubles between England and ~~Turkey~~ Russia, in Afghanistan. Gen. Wolesley, too, has made a forward movement in the Soudan, from where his forces were when we heard from him last. The French have defeated the Chinese near

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Hüè, a steamship has been lost near Halifax, and there is news from the Arctic whaling fleet which has been cruising off Point Barrow. Now let us trace out these localities and consider the circumstances." So out come the maps, narrative after narrative is examined, its relations to prior events considered, and vivid pictures of the important realities tend to make the impressions vital and permanent. They are to be reinforced by the requirement that they be written out as a composition in a note-book devoted to the purpose, and passed at times under review.

Thus, day after day, fresh incidents flashed over the wires, if thus utilized, would make the pupils feel, with absorbing interest, that they were brought into personal relations with the life movements and progress of the great world; and in the course of a year or two they would have presented before them, through this channel alone, in a profuse variety of relations, natural, national and individual, the localities and the peoples of every quarter of the globe. The claims of the traveller, the merchant, the student, the citizen, would all be served. And how much richer, lovelier, better this, than digging dry statements out of books. Better, do I say! The one bears the same relation to the other that the work of an artist striving to paint a portrait from a verbal description, bears to his work when the subject is a living man.

Such a method, moreover, would afford a common channel in which, to some extent, the life of the school and the life of the community would intermingle and flow. And a blessed acquisition that would be! For it is a very painful thing that the great majority of schools should go on their way, and human life all around them go on its way, as separate and apparently unrelated as though it were not one of the foremost objects of school instruction to set wide open the approaches to those practical activities in which the pupils are so soon to bear their part.

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And, by such a method, too, how delightfully as well as inevitably, history would be associated with geography. Fast as the world made history, how the pupils would appropriate it in all its fresh, warm, impressive liniaments, and thus acquire, perhaps, a relish for its more prosaic contributions to be gained from books. History and geography are more intimate than sisters, in the ordinary sense. They are twins, united each to each by a chord along which the vital current pulses. Sever that, and you drain the life-blood of both.

"But how many of the points we are required to teach so assiduously, your method would lose sight of," I hear the teacher say. Yes, so it would, — so it would. Towns, cities, populations, boundaries, positions, relative sizes, directions from place to place, rivers, hills, mountain tops, capes, bays, local pursuits, and so on and so forth, — it would eliminate a host of these things. But this is just where the winnowing machine comes in. We are to remember that "whatever knowledge will lie in the mind a passive possession, is useless;" and all this array of facts beyond a limited point, is perfectly useless. Let the law be rigidly applied. Let the machine do its work. Whatever among the details in the geography cannot be directly associated with the onflowing currents of the world's life, it will winnow away, leaving only the precious harvest of golden grain.

Novel as this proposition may seem, I wish it might be tried. I would stake my reputation on the issue. A class so taught would go out into the world with a living, productive knowledge of geography such as present methods can never supply; free, moreover, from the innutritive stuff which we now compel our pupils to swallow, and which must lie undigested in their mental stomachs like the salt junk of the old sailor's prescription.

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Such is an outline of the chief features of a course of study based strictly and thoroughly on scientific principles. And now, as I review what I have written, I get an impression that I have been apparently too severe, especially on our own schools; that I have exaggerated their defects and undervalued their merits. It would deeply pain me to be so judged. I earnestly throw myself back for my vindication on the heartfelt declaration of my faith and joy in the work our schools are doing with which I began this essay. I have no views which would contravene that declaration. I would make a good thing better; and in presenting the contrasts which exist between the schools as they are and the high ideal which I would have them reach under better auspices, it is inevitable that I should sharply emphasize their defects, so as to make my points clear and definite.

Furthermore, some portions of my argument could not be effectively illustrated without losing sight of our local interests and picturing the average results of the teaching in American schools at large; and my severest criticisms will be found in connection with this broader field of inquiry, which encounters a range of scholarship far below that attained by the schools of New Bedford.

THE EVENING SCHOOLS.

I cannot close this Report without a few words of congratulation at the excellent condition of our evening schools. Up to a late period the institution of this class of schools seemed to be everywhere a disheartening failure; and it was the conviction of many school authorities that the elements to be dealt with were inevitably of so perverse and intractable a character as to render any further experiments inexpedient.

Our experience had been humiliated by similar defeats. But in one or two instances we had encouraging results,

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and were led to believe that the almost universal failures had been the direct consequence of a correspondingly universal disregard of the conditions of success. So the Board determined to organize for success and not for failure. They provided the best of teachers, the best of schoolrooms, and the best of appliances, such as give life and progress to the day schools. And they intrusted the department, moreover, to a subcommittee who undertook its management with an untiring devotion to its interests and a clear perception of its needs.

The event has justified the fondest anticipations. The three schools are in delightful progress. They are not large, as compared with what might be expected in such a populous community, but they are large enough to be doing a methodical, substantial work. Henceforth these evening schools, ceasing to be a kind of bummer, tramping along with unsteady steps in the rear of the grand army of education, will constitute one of its most honored and efficient divisions.

CONCLUSION.

It may appear at first thought like a material oversight, that in laying out a course of study for a department of schools, I should have been silent respecting the vital element of training which affects the religious and moral nature of our youth. But a little reflection will disclose my purpose to have limited me to that range of instruction which rests, or should rest, on a scientific base. This can hardly be said to include moral and religious education.

Of that education I have often treated with the serious attention which the subject demands. The convictions which I have repeatedly expressed I still firmly retain. I do not believe that formal religious teaching in elementary schools is of any appreciable avail to touch the conscience and mould the life; while it may produce evil

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effects of a lasting character. It may beget a heartless familiarity with the sacred authorities and formulas of religion which will rob them forever of spiritual power. When I examine the testimony of history, and when I note the moral condition of those peoples, Protestant as well as Catholic, in whose schools religion is a regular study, I am confirmed in my conviction that there is more to be feared than to be hoped from formal religious teaching in elementary schools, so far as relates to moral effects.

But the moulding power of the daily life of a teacher who possesses in himself that spiritual vitality which we are so earnest to excite in our youth, is incalculable. The monitions, the instructions, the incitements of such a teacher, will be instinct with his inward life, and ceaselessly impress the beauty and value of those possessions which money cannot purchase and time cannot impair. It is life only which can be the parent of life.

TRUANT OFFICER'S REPORT.

The truant officer, Mr. Nathan L. Paine, has made the following statistical Report of his operations during the past year.

Number of families visited,	375
Number of truants arrested and sent to Truant school,	9
Number of children personally interviewed,	1,300
Number put on probation,	14
Number at present in the Truant school,	13

I bear willing testimony to the prompt energy of action and wisdom of management which Mr. Paine has exhibited in his department. It demands some of the best traits of human nature, in combination, for its successful prosecution, and these he happily possesses. I have no fault to find, and much very heartily to commend.

Respectfully submitted.

H. F. HARRINGTON,
Superintendent.

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LIST OF TEACHERS AND THEIR SALARIES,

FEBRUARY 1, 1886.

HIGH SCHOOL,	Charles P. Rugg,	$1,900
	Charles T. Bonney, Jr.,	1,600
	Nathaniel Hathaway,	1,100
	Sarah D. Ottiwell,	800
	Lizzie P. Briggs,	800
	Lydia J. Cranston,	800
	Mary E. Austin,	800
	Lucretia N. Smith,	800
	Carrie E. Hatch,	700
	Emma H. Wheeler,	600
GRAMMAR SCHOOLS.		
FIFTH STREET,	Allen F. Wood,	1,700
	Mary A. Kane,	550
	Sarah A. Carr,	550
	Sarah E. Stoddard,	550
	Mary E. Allen,	550
	Lydia Macreading,	550
	Emma J. Ashley,	550
	Lizzie Brightman,	550
	Kate N. Lapham,	550
	Jeannette Hunter,	550
	Helen L. Hadley,	550
THOMPSON STREET,	George Rugg,	800
	Mary A. Macy,	550
	Abby F. Sullivan,	550
	Sarah W. Almy,	500
	Helen C. Allen,	450
	Annie O'Connor,	425

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MIDDLE STREET,	George H. Tripp,	1,700
	Catherine Commerford,	550
	Jane E. Finkill,	550
	Mary R. Hinckley,	550
	Hannah C. Arey,	550
	Clara Vincent,	550
	Agnes J. Dunlap,	550
	Hattie Hart,	550
	Mabel Cleveland,	550
	Evelyn S. Wordell,	500
PARKER STREET,	Chas. E. E. Mosher,	1,700
	Eliza J. D. Shepherd,	550
	Martha A. Hemmenway,	550
	Helen M. Gordon,	550
	Mary A. Codding,	550
	Sarah L. Spare,	550
	S. Flora Spare,	550
	Anna L. Jennings,	550
	Emma Shaw,	550
	Anna Braley,	500
	Emma McAfee,	450
	Josephine Almy,	475
	Emma C. Nash,	475

PRIMARY SCHOOLS.

LINDEN STREET,	Elizabeth P. Spooner,	550
	Lucy S. Leach,	475
	Isabella Luscomb,	475
	Mary E. Sturtevant,	475
MERRIMAC STREET,	Sarah H. Hewins,	550
	Addie West,	475
	Isadora Foster,	475
	Helen J. Kirke,	475
	Lucy B. Fish,	475

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MAXFIELD STREET,	Mary B. White,	550
	Sarah E. Field,	475
	Annie E. Pearce,	475
	Bessie Nash,	425
CEDAR STREET,	Annie S. Homer,	550
	Abby D. Whitney,	475
	Emma B. Allen,	425
	Willetta B. Nickerson,	375
	Annie L. Edwards,	375
KEMPTON STREET,	Eleanor Commerford,	550
	Bessie P. Peirce,	475
	Kate Cleary,	475
	Ida G. Howard,	425
	Susan Graffam, per wk.,	8
FOURTH STREET,	Sarah H. Cranston,	550
	Sarah E. Sears,	475
	Eliza H. Sanford,	475
	Nancy H. Brooks,	475
	Clara B. Watson,	475
DARTMOUTH STREET,	Isadore F. Eldridge,	550
	M. Eva Schwall,	475
	Sara H. Kelley,	475
	Annie Carpenter,	475
WILLIAM STREET,	Abby F. Bryant,	550
	Amelia Lincoln,	475
	Mary J. Graham,	475
	Clara C. M. Gage,	375
ARNOLD STREET,	Susan M. Tompkins,	575
GROVE,	Jane C. Thompson,	550
	Sarah E. Tuell,	475
	Hattie Finlan,	475
	Nellie Davis,	475

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ACUSHNET AVENUE,	Jane E. Gilmore,	550
	Sarah E. Kirwin,	475
	Mary J. Eldridge,	475
	Minnie E. McAfee,	475
	Susie Lucas,	475
	Marianna Richmond,	425
	Maria B. Clark, per wk.,	8
	Carrie E. Pitman, per wk.,	8
CEDAR GROVE STREET,	Lucy F. Clarke,	500
	Emily A. Delano,	375
	Carrie Shaw,	375
	Flora Estes,	375
	Grace H. Potter, per wk.,	8

COUNTRY SCHOOLS.

ACUSHNET,	Charlotte C. Carr,	700
	Mary F. Sylvia,	500
	Selene E. Sherman,	325
ROCKDALE,	Alice L. Tripp,	450
CANNONVILLE,	Jennie S. King,	475
	May L. Petty,	425
CLARK'S POINT,	Lillie B. Allen,	500
	Annie L. Macreading, per wk.,	8
NORTH,	Mary Ashley,	475
PLAINVILLE,	Ruth A. Allen,	350

MILL SCHOOLS.

		Per week.
NORTH MILL SCHOOL,	Emma R. Wentworth,	$15.50
	Addie J. McFarlin,	12.00
	Annie P. Underwood,	12.00
CENTRAL MILL SCHOOL,	Lucy J. Remington,	14.00

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Arthur Cumming, teacher of Drawing,		$1,650
Fred. L. Diman, teacher of Music,		1,300

SEWING TEACHERS.

	Carrie Richmond,	500
	Eliza Smalley,	200
	Gertrude Leonard,	200

EVENING SCHOOLS.

		Per week.
South School,	Oliver W. Cobb,	$9.00
	Joseph P. Kennedy,	6.50
	Mrs. S. C. Whelden,	6.50
	Mrs. Kate Johnson,	6.50
	Chella Carpenter,	6.50
	Mary G. Bonney,	6.50
Central School,	Mrs. S. W. Wilde,	9.00
	Cora Cleveland,	6 50
North School,	Robert F. Raymond,	9.00
	Nathaniel W. Gifford,	6.50
	Clara Harris,	6.50
	Helena Kennedy,	6.50
	Eloise A. Hafford,	6.50
	Lizzie E. Omey,	6.50

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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE

SUPERINTENDENT'S ANNUAL REPORT,

FOR THE YEAR 1886.

NEW BEDFORD:
MERCURY PUBLISHING CO., CITY PRINTERS.
1887.

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REPORT.

By direction of the School Committee, I submit to our fellow-citizens the following Report for the year 1886.

STATISTICS OF THE SCHOOLS.

I. POPULATION.

The population of the city (census of 1880) was	26,875
School census, May, 1883, (children between 5 and 15 years of age,)	5,131

The whole number of different pupils enrolled during the year has been 5060. About 300 were withdrawn at the beginning of the present term to attend the French Parochial school; yet the attendance during the term has been 4586, against 4683 last year. This slight difference exhibits the city's rapid growth.

II. SCHOOLS.

High,	1
Grammar,	4
Primary,	13
Country,	6
Mill,	2
Farm,	1
Total,	27

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III. SCHOOL BUILDINGS.

Number of buildings owned by the city,	25

ROOMS USED FOR SCHOOL PURPOSES.

High,	15
Grammar,	41
Primary,	59
Country,	9
Mill,	4
Drawing,	1
Farm,	1
Total	130

IV. TEACHERS.

High school,	10
Grammar schools,	40
Primary schools,	54
Mill schools,	3
Country schools,	10
Evening schools,	21
Farm school,	1
Special teachers,	5
Total,	144

V. PUPILS. (FALL TERM, 1886.)

WHOLE NUMBER OF ALL AGES IN

	GIRLS.	BOYS.	AGGREGATES.
High school,	212	136	348
Grammar schools,	800	782	1,582
Primary schools,	1,118	1,054	2,172
Country schools,	146	150	296
Mill schools,			170
Farm school,			18
Total,			4,586

Against a total of 4,683 last year.

NUMBER OVER FIFTEEN YEARS OF AGE.

High school,	279
Fifth street school,	35
Middle street school,	33

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Parker street school,	36
Acushnet school,	2
Plainville school,	2
Arnold street school,	1
Cannonville school,	1
Total,	389

Number under five years of age, none.

INCREASE OR DECREASE IN THE SEVERAL DEPARTMENTS.

High school, (increase,)	25	
Grammar schools, (increase,)	57	
Primary schools, (decrease,)		100
Country schools, (increase,)	38	
Mill schools, (decrease,)		110
Farm school, (decrease,)		2
	120	212

Aggregate decrease, 92.

AVERAGE NUMBER BELONGING.

High school,	334
Mill schools,	170
Grammar schools:	
Fifth street,	448
Middle street,	385
Parker street,	461
Thompson street,	130
Total for grammar schools,	1,424

Against a total of 1,455 last year.

Primary schools:	
Acushnet avenue,	236
Arnold street,	33
Cedar street,	204
Cedar Grove street,	129
Dartmouth street,	137
Fourth street,	171
Grove,	173
Kempton street,	162
Linden street,	120

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Merrimac street,	110
Maxfield street,	139
Thompson street,	110
William street,	148
Total for primary schools,	1,872

Against a total of 1,981 last year.

Country schools:

Acushnet,	93
North,	29
Rockdale,	29
Plainville,	18
Cannonville,	75
Clark's Point,	30
Total for country schools,	244

Against a total of 243 last year.

AVERAGE ATTENDANCE.

High school,	321
Mill schools,	50

Grammar schools:

Fifth street,	426
Middle street,	365
Parker street,	423
Thompson street,	124
Total for grammar schools,	1,338

Against 1,383 last year.

Primary schools:

Acushnet avenue,	221
Arnold street,	31
Cedar street,	187
Cedar Grove street,	116
Dartmouth street,	127
Fourth street,	157
Grove,	163
Kempton street,	153
Linden street,	108
Merrimac street,	100

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Maxfield street,	130
Thompson street,	125
William street,	130
Total for primary schools,	1,748

Against 1,836 last year.

Country schools:

Acushnet,	59
Cannonville,	66
Clark's Point,	28
North,	27
Plainville,	16
Rockdale,	23
Total for country schools,	219

Against 219 last year.

PER CENT. OF ATTENDANCE.

High school,	.96
Grammar schools,	.94
Primary schools,	.92
Country schools,	.87

REGULARITY OF ATTENDANCE.

Whole number of Absences and Tardinesses (Half-Days) during the Fall Term, Sixteen weeks in Length, in the

	ABSENCES.	TARDINESSES.
High school,	[days,] 1,043	387
Grammar schools:		
Fifth street,	3,529	356
Middle street,	2,899	298
Parker street,	4,883	777
Thompson street,	1,744	219
Primary schools:		
Acushnet avenue,	2,133	180
Arnold street,	273	31
Cedar street,	2,106	143
Cedar Grove street,	1,395	143
Dartmouth street,	1,256	107

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Fourth street,	2,022	206
Grove,	1,592	326
Kempton street,	1,329	107
Linden street,	1,240	109
Merrimac street,	1,139	148
Maxfield street,	1,282	151
Thompson street,	1,744	218
William street,	2,180	279
Country schools:		
Acushnet,	480	12
Cannonville,	1,334	195
Clark's Point,	——	—
North,	215	8
Plainville,	381	40
Rockdale,	872	21

THE GRADED SCHOOLS.

Number in the several Grades.

High school:	
Post graduates,	3
First grade,	50
Second grade,	62
Third grade,	90
Fourth grade,	143
Grammar schools:	
Fifth grade,	197
Sixth grade,	210
Seventh grade,	301
Eighth grade,	412
Ninth grade,	462
Primary schools:	
Tenth grade,	430
Eleventh grade,	504
Twelfth grade,	493
Thirteenth grade,	745

COST OF INSTRUCTION PER SCHOLAR.

The statistics of this table, in conformity to the statute, include hire of teachers, fuel, care of school houses, books furnished by the city, and supplies in general, except

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those from the income of the Howland fund. The basis of computation is the average number belonging to each school. The term "care of school houses" includes only the salaries of janitors.

The cost of maintenance of each scholar in the High school for the year has been	$41.09
Grammar schools:	
Fifth street,	21.89
Middle street,	22.71
Parker street,	22.87
Thompson street,	11.65
Primary schools:	
Acushnet avenue,	14.28
Arnold street,	20.74
Cedar street,	14.92
Cedar Grove street,	21.76
Dartmouth street,	17.47
Fourth street,	17.56
Grove,	15.22
Kempton street,	16.44
Linden street,	20.07
Merrimac street,	26.07
Maxfield street,	19.07
Thompson street,	8.75
William street,	16.17
Country schools:	
Acushnet,	27.16
Cannonville,	15.34
Clark's Point,	29.84
North,	21.39
Plainville,	23.53
Rockdale,	19.48
The average cost of maintenance of a grammar scholar has been	$19.78
Primary scholar,	17.57
Of a scholar in a country school,	22.79
Of a scholar in the Mill school,	17.24

No just comparisons can be instituted, based on this table, as to the degree of economy exercised in the differ-

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ent schools; the circumstances of the various schools are so different. Some schools have a much smaller number of scholars to a teacher than others, and this circumstance greatly increases the comparative cost per scholar. Still again, the methods of heating some of the school houses involve a much greater expense for fuel and oversight than is the case with others, with similar results as to the comparative cost.

Respectfully submitted.

H. F. HARRINGTON,
Superintendent.

EXPENDITURES.

The Committee on Expenditures herewith submit their Report for the year 1886, as follows:

RECEIPTS.

From annual and special appropriations:		
For teachers' salaries,	$75,900.00	
Incidentals, (including text books,)	22,259.54	
Repairs,	5,200.00	
	$103,359.54	
Dog fund,	400.00	$103,759.54

PAYMENTS.

For teachers' salaries,	$75,870.24	
Incidentals, (including text books,)	22,267.26	
Repairs,	5,206.86	
Rent of superintendent's office, and pay of janitor for the same,	400.00	103,744.36
Balance unexpended,		$15.18

It is a material point in this connection that because of an abridgment of the Fall term of 1885 from 16 weeks to 15, an extra week was added to the school year of 1886, making 41 weeks instead of the allotted period of 40 weeks.

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This proportionately increased the expenses of the year.

There has been received from non-resident pupils. the sum of $\$403\frac{18}{100}$, which has been paid by your Committee to the city treasurer, and placed by him to the credit of unappropriated funds.

Thompson street school house:	
Balance from last year,	$1,125.68
Payments on this account,	1,124.98
Balance unexpended,	$.70

The Committee would recommend that the city government be requested to furnish the superintendent with a suitable room for an office, or appropriate funds to pay the rent of his present office, so that this Committee will not be obliged to use a part of the dog fund for that purpose. That fund is not set apart by the State to defray any expenses of the kind.

Submitted for the Committee.

WM. H. MATHEWS, Chairman.

HIGH SCHOOL — 1886.

It is well known that for several years there has been a steady and material increase in the number of pupils in the school; and the forces that have led to it are still existent and active. At the beginning of the present school year there were 337 pupils, and this number has been increased to 348. At the corresponding time last year there were 317.

It is not my intention at the present time to discuss the causes of this growth, but to call attention to the fact that they are not ephemeral, and that the further increase they will occasion will require an additional room and also an additional teacher. Already the seating capacity of the

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three rooms of the Fourth grade is taxed to its utmost limit, and additional seats have been placed in the rooms of the First and Third grades.

Partial relief has been afforded in the upper grades by the system of elective studies and of special teaching, but the classes of the Fourth grade remain in their several rooms during the entire session.

Rooms originally intended for from forty to forty-two pupils are now seating from forty-six to forty-eight. This, of course, places additional burdens on the teachers, of which the Committee are mindful; but they have not, as yet, thought it expedient to take measures for their relief by asking for increased accommodations.

Complaint has been made that noxious fumes from the chemical laboratory sometimes impregnate the atmosphere of the building. This is an evil which, if possible, should be speedily remedied. It is quite difficult to suggest, however, how a remedy can readily be applied. The laboratory, which, for experimental instruction in general chemistry, is probably unsurpassed by any other in the state connected with a public school, is located in the basement. Careful provision was made in its construction, it was thought, to carry off all offensive odor and gases by means of ducts. opening into a flue whose discharging aperture is above the roof. But nature has certain laws which it insists on maintaining, and if we infringe them they will nullify all our artifices. This flue is not heated, and the laboratory being so, the current of air is downward instead of upward, and the gases are discharged into the building.

I content myself with simply adverting to this difficulty. Unless an upward current can be established in the flue, the present position of the laboratory will continue to be unhealthful.

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As stated by the Committee of last year in their annual Report, the organization of the school, so far as it related to the three upper grades, was changed in the midst of the fall term. In place of the old method by which the several classes were each assigned to a teacher who had charge of all its studies, the work of instruction was distributed among the teachers as specialists. Under this arrangement, which, in the main, worked smoothly, it was found that the teaching force in the school was inadequate, and the Board, upon recommendation of the Committee, appointed Mr. Nathaniel Hathaway as instructor in the scientific department.

Mr. Hathaway entered upon his duties in January, at the beginning of the Winter term. Under his able direction the study of chemistry, by this time made elective and taught on the experimental plan, was pursued with far greater advantage to the pupils than ever before. In the required study of physics, however, the work was far from satisfactory. This evidently arose from no fault in the teacher, but rather from the method of teaching prescribed. To secure results commensurate with the importance of the subject, it was clearly shown that the study must be placed on the same basis as the chemistry. I shall have occasion to refer to this subject again under another head.

Mr. Hathaway's stay in the school, however, was limited. Engagements made prior to his appointment as teacher, which it was thought would not interfere with his duties in the school, demanded so much of his time, that he reluctantly, and much to the regret of the Committee, was obliged to resign at the end of the school year.

Mr. Charles R. Allen, of this city, was appointed as his successor, and entered upon his duties at the beginning of the present school year. The Committee deem themselves fortunate in securing the services of one so

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thoroughly well posted, and so enthusiastic in the development of the department over which he has been elected to preside.

In the month of May, Mr. Charles P. Rugg, who for twenty-five years had been principal of the school, faithfully and conscientiously performing the arduous duties of that position, tendered his resignation.

The Board, while accepting the same, unanimously requested him to remain until the close of the school year, and at that time he retired with heartfelt wishes for his future health and prosperity.

The Committee, with a full sense of the responsibility devolving upon them, and with a determination to secure the best available man as a successor to Mr. Rugg, carefully and deliberately examined the qualifications of some of the most prominent teachers in the state. They selected and recommended to the board Mr. Ray Greene Huling, principal of the Fitchburg High school, and that gentleman was duly elected to the position. They believed that in Mr. Huling they had secured a man of ripe scholarship, of sound judgment and of kindly manners, with an extended experience as a most successful high school master; and that he was a man who would bring to the position just those qualities, moral and mental, that were needed to elevate the tone of the school, and produce a stimulating effect upon the minds of the pupils.

It is enough to say, at this time, that the Committee have in no particular been disappointed.

In my visits to the school early this year, I noticed on the part of many pupils, in all the grades, an indifference to study and a disregard of the rules of discipline that surprised me.

Inquiry revealed the fact that there was in the school

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quite a number of pupils, who, perhaps, ought never to have been admitted; certainly they were not qualified to pursue the course of study prescribed. What seemed, at first glance, indifference, proved in reality to be inability to comprehend and grasp the subject matter of their several studies. They possessed but limited powers of application; and, unable properly to prepare their lessons, they took but little interest in the recitations.

Why had such pupils been admitted to the school? It was through a modification of the conditions of admission enacted some years since, whereby the rule prevailing in the grammar schools, by which the pupils of the several grades were advanced each year "in mass", was applied to candidates for the High school, and the entire fifth grade of the grammar schools had been annually admitted without condition or question, except in cases of extreme unworthiness.

I cannot but think this basis of admission a mistake. It may be proper so far as the primary and grammar departments are concerned, and, in that connection, I understand, works well. But the conditions are radically different in the one case and the other. When pupils are to enter the High school, and undertake the higher branches of education which make up its curriculum, it seems to me that some adequate preparation, some positive qualifications, some degree of mental fitness, should be required.

The Committee have taken this view of the matter and voted that, hereafter, the modification which had been in operation should be rescinded.

Another, and a still worse result of this management, was that this apparent indifference on the part of the pupils had proved contagious and had infected quite a number, who, under other circumstances, amid other surroundings, would have been fair or even good scholars. It may be asked, Why was such a state of affairs allowed to exist? I reply that the teachers were utterly helpless.

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No penalty, or next to none, attached to any failure in the daily work or occasional examinations. A belief, based upon actual experience and precedent, was universal among the pupils, that they could drift along, doing almost nothing, and, advancing year after year with their classes, finally graduate with as tangible proofs of good scholarship as those possessed by the pupils who had conscientiously, enthusiastically and successfully completed the course.

Was this right? Again the Committee, after careful consideration, decided that it was not. They accordingly voted that, hereafter, a certain amount of correct work in daily recitation and occasional unannounced examinations would be required to secure promotion and a diploma at the end of the course.

It is not to be inferred from this action of the Committee that they advocated, in general, a return to the old system of daily marking. They were well aware that, to a certain extent, it would hamper the teachers, and so they explicitly stated that this marking was to be presented in the form of a weekly report founded on their impressions and judgment.

A positive evil was existing in the school which it was essential to eradicate, and the adoption of this rule seemed to be the only available means by which that result could be secured. It was resorted to *solely as a specific, applicable to this case alone.* As soon as it shall be shown that some other stimulus will act as effectively, that other influences will be as successful, the Committee will be ready for its abandonment.

That its adoption has had, in the main, a remedial effect is undeniable. That the general tone of the school has been elevated is also true. Nothing unreasonable has been exacted, nothing more demanded than is required to establish those habits of application, and to develop those powers of reasoning, which boys and girls, on the verge of manhood and womanhood, should possess.

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The lack of discipline noticed at the beginning of the year has, through the position taken by the Committee and the good influence of the principal, in a great measure disappeared, and no further apprehension for the welfare of the school from this source need be felt.

I have thought it my duty to speak of the evil of which I have been treating in positive terms, because it has been, in truth, a serious interruption to the healthful progress of the school, and because the decided change which has consequently been instituted in the conditions of admission required explanation. But I should do gross injustice to the school if I left the impression that its merits have not far outweighed its defects.

The unqualified and reckless pupils, injurious as their unscholarly habits have been, have formed only a minority. Contrasted with them, and giving the prevailing tone and character to the school, has been a large per cent. of able, industrious and self-respecting pupils, whose scholarship has been as excellent as their conduct has been irreproachable. *As a whole*, the school has been a credit to the city, an institution worthy of high commendation, and one that has given admirable mental training to many of our youth.

For several years those most intimately acquainted with the school have felt that the curriculum was not the best that could be devised to secure the object sought, viz.: a sound and practical education.

The chairman of the High School Committee two years ago, referring to this subject, so well and clearly stated this defect and the evils resulting from it, that I take the liberty of quoting that portion of his report. Speaking of the freedom of choice of studies allowed the pupils, he says:

"How wide a margin should be given to the pupils in the High school to elect the studies which they will pur-

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sue? When the present curriculum was under discussion, this question was carefully considered; and it was finally determined to make the studies of the first two years imperative, leaving a freedom of choice between Latin and history, the subjects assigned being those essential to a sound, practical education.

"During the last two years, with the exception of language, which was made imperative for all the pupils throughout the course, and Latin, which was enforced upon those who had selected it in the beginning, there is almost unrestricted freedom of choice among the various subjects included in the curriculum. It proves to be a dangerous freedom. The choice of many pupils being dictated by fancy or caprice, they often select studies for which they have no real taste or aptitude, and soon tiring of them, long to throw them aside. To a corresponding extent they avoid those which would be of solid advantage; hence, in after years they are often mortified at their ignorance of matters with which a good education should have made them acquainted. School instruction should not prove desultory, and therefore comparatively valueless, through this frittering away of time upon an incongruous jumble of studies, but should be thoroughly systematic and disciplinary; one part carefully adjusted to every other, making a consistent whole, adapted to furnish the intellect and mould the character, in preparation for the responsible duties of life. I therefore suggest whether it would not be wise still more fully to restrict the election of studies, since the pupils fail so largely to do justice to themselves."

The attention of the Committee was attracted, early in the year, to the importance of this subject, and the pressing need of legislation. After some consideration the matter was referred to a sub-committee with instructions to prepare a new curriculum, which should conform more closely than the old one to the requirements and possibili-

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ties of the new plan of special teaching, and which, by restricting the freedom of choice of studies by the pupils, would yield more positively beneficial results. Such a course, it is believed, was prepared, adopted and put in partial operation at the beginning of the school year in September.

Among the innovations is the establishment of a new course of study, known as the collegiate course. Heretofore all the studies of the school had been included in one general course, and pupils preparing for college had been permitted to elect such as were requisite for this purpose. While such a plan, under the guidance of competent teachers, secured the object sought, it is obviously certain that pupils will be better prepared for admission to the higher schools, and better equipped for the work in them, by a well arranged, systematic course of instruction having from the start this result in view.

Latin has been dropped from the studies of the first year in the general or English course, because it was believed that its selection was actuated in many instances simply by fancy or caprice on the part of the pupil. In most of these cases, the pupil, having no aptitude for the study, found it a serious hindrance to good work in other directions. At the beginning of the second year with minds more mature, and the nature of high school work better understood, the selection of Latin, if made, will be influenced by sounder considerations.

Book-keeping has been placed among the studies of the second year instead of the fourth as formerly, because of the fact that many pupils leave the school at this time, and that to such, some knowledge of accounts may be of great service.

A thorough course in physiology has also been assigned to this year for similar reasons.

The study of natural philosophy has been changed from

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the second to the third year, to be followed and supplemented in the fourth year by the study of chemistry. A radical change has been made in the manner of conducting the former study.

Heretofore it has been required of all the pupils of the Third grade. The classes have been large and unwieldy, having from 40 to 50 pupils in each, and the results consequently meagre and unsatisfactory. Under the new arrangement it is required of the boys only, and they are divided into two classes of about twenty each. This diminution in the size of the classes not only secures a far greater amount of direct individual instruction, but renders possible that experimental work by the pupils which is the only medium of accurate and thorough knowledge.

The study may be elected by the girls of the same grade, but, failing so to elect, they are required to take up zoology the first part of the year, to be followed by the study of botany for the remainder. These are the most important changes which have been made; and with the exception of "English language and literature", the methods of prosecuting which are not yet defined and adjusted to our own satisfaction or that of the teachers, it is believed that the work of the school is in progress, in all regards, on an intelligent and satisfactory basis.

I have thus endeavored to set forth quite fully the legislation of the past year which the High School Committee have deemed necessary to put the school on the best possible footing for the ends which it is expected to accomplish. The Committee feel that they have reason to congratulate the community on the very favorable conditions under which the school is now moving forward in its work.

With a corps of teachers of acknowledged ability and skill, with subjects and methods of study adjusted to combine as far as possible practical usefulness with mental discipline and broad acquirements, and with appliances

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which the liberality of the School Board and the resources of the Howland fund have supplied, the great good which this department of our public school system has achieved in the past will suffer no diminution in the products of the future.

For the High School Committee.
JOHN ELDRIDGE, JR., Chairman.

GRAMMAR SCHOOLS.

The progress of the grammar schools during the past year has been so regular and uneventful, that were it not for one or two instances in which the action of the Grammar School Committee has been sharply criticised in the Board, and of which it is proper that the circumstances should be clearly and fully stated, there would be nothing of special interest to record.

One of these instances relates to the manner in which diplomas were distributed at the close of the school year in June, to the members of the graduating class.

In the month of January, 1884, the Board authorized the Grammar School Committee to procure diplomas and confer them on the members of the successive graduating classes "who should honorably finish the course of study prescribed for the grammar schools."

The basis for the first award of the diplomas was made very broad and liberal; so that almost all the pupils of the graduating classes of that year came into possession of them. It seemed to the Committee, on mature reflection, that this free way of conferring the honor would be sure to destroy the benefit which was the express object of its institution; which was, to excite an earnest ambition to excel by holding up an honorable testimonial as the reward to be attained by faithful and meritorious endeavor.

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But if nominal limitations only were to be imposed in regard to qualifications for this reward—if so little effort were to be rendered necessary for its attainment that the great majority of every class could look forward to it with confidence, as something to be had as a matter of course, —it would prove a nullity as a stimulus to good scholarship, and therefore a worthless institution.

For these reasons the Committee decided to require a certain per cent. of correct work, cast upon the results of three examinations in all the prescribed studies—two written and one oral—to entitle a graduate to a diploma.

The result was a great disappointment. The Committee had so carefully adjusted the per cent. to be required to the character of the examinations, in the effort to be fair and just, that it was supposed that only a small minority of the pupils would fail of success. But the number of failures was unexpectedly large. Certain drawbacks to success which might have been anticipated but were not, were largely accountable for the failures. Still, the basis had been formally established—the word of the Committee had been pledged,—and the result was adhered to as it stood.

Complaints of injustice ensued and the matter was brought before the Board. A motion was made that the requirement of an arbitrary per cent. as imposed by the Grammar School Committee, was inconsistent with the condition on which the right to confer diplomas was granted, viz.: that all graduates were to receive them who should honorably finish the course of study prescribed for the grammar schools. In support of this motion it was argued that there have been heretofore and would inevitably be in the future some members of every class, of limited ability or limited opportunities, who can not achieve a high percentage, but who, through patient industry, doing the best which it is in them to do, will honorably finish the course of

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study in the very best sense. The merit of such pupils is not to be determined by arbitrary per cents., but by the degree of their fidelity to their powers.

A motion prevailed, requiring that in future the habitual character of a pupil's work should be made to supplement the results of test examinations, and then the whole subject was referred to the Grammar School Committee for their further consideration.

At a subsequent meeting of that Committee the matter was duly and candidly discussed. Actuated as they had been throughout to make the distribution of diplomas a valuable helper to the progress and standing of the schools, they were perfectly willing and ready to retrace any step in the premises which might have been a mistake; and frankly conceding the point to have been well taken that they had unjustly narrowed the terms which the Board had dictated as the basis for the award of the diplomas, they settled the controversy by the following retroactive vote, which was promptly carried into effect:

Voted.—That in compliance with the terms of the vote of the Board empowering this Committee to give diplomas to the graduating classes, diplomas will be granted to all the members of the class of 1886 who deserve them by those terms.

Another instance in which the legislation of the Grammar School Committee has not been satisfactory to all the members of the Board is in connection with a standing rule of the Committee that the grammar schools are not to be dismissed for the afternoon, on any occasion, on account of the prevalence of a storm at the close of a morning session, without the approval of the chairman.

The Committee have been led to this enactment by the following course of reasoning. They start with the trite but essential proposition that education being one of the

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most important pursuits in the life of youth, its opportunities are not to be lightly valued nor recklessly abridged. The schools are the established means to confer this priceless possession, and the large outlay by which they are supported manifests the profound sense in the community of their vital importance. A weighty responsibility, therefore, rests on those who control them to maintain them always in operation, except when it can be clearly shown that unqualified advantage will be derived from their suspension. For every instance of suspension is so much subtracted from the gross amount of the service which they render to the great cause.

Now, is a rain or snow-fall, even though severe, good cause for the suspension of the schools? The majority of the Grammar School Committee do not think it is.

In the first place, a large per cent. of the pupils can attend without the slightest injury or inconvenience, even in the face of a driving storm. Wrapped in the protective garments which the most of them possess, the girls who live near their school house, and even those who live quite a distance away, can encounter the elements unharmed. As for the boys, they can scamper off to school as easily as, —should the schools be suspended—they would scamper off to play. It would seldom be the case, indeed, that these classes would not comprise a majority of each school; and we ask, Are they to be deprived of their opportunities of instruction, because a portion of their mates must remain at home? On what ground can such a sacrifice on their part be demanded with any show of consistency or justice?

Still, the demand is made with earnestness, and two arguments are advanced in support of it. One is, that there is a spirit of emulation in every class to be always present when the schools are in session, and that those whose health or other circumstances compel them to remain at home in a storm, are so fretted at thought of the effect on their

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standing as to render it quite an injustice to subject them to the suffering. Now, when this argument is brought down to its lowest terms, what is its substance? We rejoice in every evidence of an active *esprit de corps* in the schools. The absence of it is a serious drawback to efficiency. We would not abate one jot of healthful emulation. But an emulation like that we are considering is surely morbid and unworthy. No teacher is justified in creating it; and the evil is to be remedied by enforcing regulations which will relieve those who must stay at home in storms of their sense of loss,—and not by duplicating the wrong by dismissing the whole school.

The other argument is, that it is useless for a portion of the pupils to attend school in a storm, for the portion who are absent disorganize and demoralize the class by their absence, prevent satisfactory attention to the allotted studies of the session, and render attempts at instruction a nullity.

We reply, that no stronger objection to our boasted graded system could be advanced than is compressed into this argument. If class work has become such a piece of mere mechanism that individuality is swallowed up in it, so that the absence of a considerable number of a class paralyzes the instruction, it is time that it were wholly abolished. And what a confession of weakness and inefficiency it would be for a teacher to plead in favor of suspending school in storms, that he or she — as may be — has no mental resources available to benefit those who may be present! The live teacher will embrace such occasions as exceptionally good opportunities for the best kind of instruction.

There are two minor arguments in opposition to the suspension of the grammar schools in the afternoon, when it is stormy at the close of the morning session, which have some weight but can be briefly dismissed. One is that a good part of the time it proves to be fair weather in the

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afternoon instead of the expected storm. The other is that the injury which must inevitably accrue to many pupils from exposures consequent on the advantage they take of freedom from school to engage in play, in defiance of the inclemency of the weather, might perhaps be found to offset in full the utmost injury sustained by any in attendance upon school.

For the Committee.

F. A. WASHBURN, Chairman.

PRIMARY SCHOOLS.

The intellectual work of the primary schools has not been subjected to any unfavorable interruptions or drawbacks during the year now closing; but their material condition has suffered from two causes.

One of these is the opening of the French Parochial school at the beginning of the Fall term. It took away a large number of pupils from the schools in the north part of the city, correspondingly reducing their numbers. The same schools suffered in like manner when the Irish Parochial school was opened, but they have nearly recovered from that depletion, the city is growing so rapidly; and it will not be many years before the seats which have lately been made vacant will all be filled again.

Thus it will be seen that in one sense certainly, the Parochial schools have been of signal advantage to the interests of the public schools. The two north Parochial schools have an attendance of about 1200; and it can easily be seen that were those pupils still dependent on the city for their schooling, a large increase of school accommodations would have been required.

The other cause of difficulty is of precisely the opposite character, and has affected the schools in the centre and south parts of the city. The wide spread improvements

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toward the west, the opening of new streets and multiplication of new houses in that direction, as well as an appreciable increase in the older sections of the city, have poured a crowd of children into the central schools until their numbers have nearly reached the limit of their possible accommodations.

At the south, the new Parochial school has afforded some relief from pressure, but the Thompson street school house is quite full, with a large number of little ones counted up, who, when the genial airs of Spring arrive, will be untied from their mothers' apron strings to be sent to those convenient nurseries, the Thirteenth classes of the primary schools.

The indications all point towards the absolute necessity at the opening of the Spring term, for the occupancy of the fourth room in the Thompson street school house by the primary children, which room is now used for a class of the Mill school.

If I may be allowed to make a suggestion to the city council, it is that a school house is imperatively demanded somewhere near the intersection of Kempton and Chancery streets. There is no primary school house now between Cannonville and the Kempton street house from east to west, and between Cedar street and Arnold street, from north to south. Yet much of the locality is crowded with dwellings, and the little children have to go long distances to school.

By another year there will be no room for them anywhere.

I was glad to hear the superintendent tell the primary teachers at a late meeting of the corps, that he is ready to commence the preparation of the primary portion of the manual which he has had in contemplation for some time.

The copies of the manual in present use are entirely exhausted, so that many of the teachers who have recently

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entered our service have no authoritative guide to their labors. I would not have any teacher bound down severely to the dictation of a manual, at the expense of individuality, but there are manifest reasons why an authoritative hand book, stating principles, and suggesting methods, is of essential value.

I would suggest the advisability of having a sufficient number of copies of the detailed directions for primary teachers printed in advance of the completion of the whole volume, to supply this immediate demand.

Respectfully submitted.

ISAAC W. BENJAMIN,
Chairman of Primary School Committee.

MILL SCHOOLS.

During the past year there have been several important changes in the mill schools and while in the north school there has been a considerable reduction in numbers, yet in no way is its usefulness impaired, neither can any reflection be cast upon its management.

The good work done in this department commends it to the Committee for a prominent place in its consideration, educating as it does a class of pupils to whom a regular course of study is denied. Especially should it be fostered, for many go from its teachings who would lack that essential feature in a good citizen, an education, even though limited. It is not necessary to enter into details of the work done in this school. It is sufficient to say that it is all that it has been in the past, with the additional power that experience has given to its excellent corps of teachers.

The removal of the central school to its present location in the Thompson street building was in every way to be commended. First, because it placed the children within

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easy distance of their homes, and, again, the neatness and general surroundings have a marked effect upon their habits.

This school has increased in numbers and it would be detrimental to its interests if a change of location should be found necessary, and there would seem to be no just cause for removal, for these pupils are entitled to the same consideration as others.

The Report of this department for 1885 strongly recommends placing this school on the same basis as others with respect to vacations. There are many arguments offered in favor and many against such a change and without doubt the children would be benefited by it, for many of them coming from the mill directly into school lack energy necessary to enable them to successfully pursue their studies. But to many families it would bring great hardship and the matter should have thorough investigation before so important a change should be made.

The opening of the French Parochial school with its consequent draft upon our numbers necessitated the discharge of Miss MacFarlin at the north school. This teacher has been faithful in her work and the Committee regret the necessity for her removal.

Respectfully submitted.

ISAAC B. TOMPKINS, JR., Chairman.

COUNTRY SCHOOLS.

Two or three misfortunes have interrupted the onward course of the country schools through the past year.

During the last term the prevalence of diphtheria in the village of Acushnet induced the Board of Health to suspend the school for a fortnight. When, at the expiration of this period, the pupils were called together again, the

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fear of exposure to this terrible disease prevented many from attendance for a considerable period, and the efficiency of the school was proportionately decreased.

It was with pain that in the early part of the Fall term the Country School Committee received the request of the teacher at Rockdale, Miss Tripp, for leave of absence during the winter on account of ill health. Their best wishes follow her for her recovery. Miss Turner supplies her place.

The country schools are beginning to share the prosperity of the city in a large increase of pupils.

For the Committee.

H. F. HARRINGTON, Secretary.

EVENING SCHOOLS.

The favorable anticipations in which we indulged a year ago, in reviewing the work of the evening schools, have crystalized into realities today, and we report with pleasure that the generous and enlightened action of the School Board in anticipating and supplying the wants of these schools has been met by a full appreciation and use of the aids afforded. We have passed the day of experiment, and on a broad and firm foundation are building up our evening school system.

Unquestionably, the thorough knowledge of a few branches of study is better than a smattering of many. This is our basis, and we are continually able to approximate more nearly to the statute requirement of all the studies ordinarily taught in the grammar schools.

The schools have been held in the same places as last year, and we realize more and more the good results of placing them in the rooms occupied by the day schools. The complaint of loss of articles from the desks has

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almost entirely ceased, and the fidelity of teachers and janitors leaves no other room for complaint.

The Fall term commenced Oct. 4th, making the first term to December 24th, twelve weeks. The Christmas vacation will be two weeks as in the day schools, to be followed by a term of ten or eleven weeks. Our experience has shown that four evenings in a week have produced the best results in the schools, and the plan is continued this year. The schools commenced in October with an attendance of one hundred and ninety scholars and gradually rose in three weeks to an attendance of three hundred and sixty-four. This was the largest attendance any single evening, the smallest number (during a severe snow storm) being one hundred and thirty. As Christmas approaches the attendance falls off owing to natural causes, among which we may mention extra work in factories where some of the scholars are employed, work of their own for Christmas gifts, and severe storms.

We have been fortunate in securing the services of most of the teachers of last year, who thereby add to their former good service the value of experience in this peculiar branch of education.

Two of the assistants were promoted to positions in the day schools, and the increase in attendance has called for eight additional assistants in their places. The key to success in evening, as in day schools, lies not only in the ability of the teacher but in enthusiasm for the special work. Since no truant officer can enforce a regular attendance of these scholars, they must be held (if at all) by the personal magnetism of the teachers.

Again, so much individual attention must be given to each scholar and at the same time the whole class kept in view, that exhaustion of mind and body often follows the evening's work. The teacher's position is no sinecure. We have endeavored to recognize this by dealing liberally with them in the matter of salaries.

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The studies taught in the evening schools are reading, spelling, writing, arithmetic, geography, history and language. The difficulty of finding a proper text book for the study of physiology and hygiene, with special reference to the effects of stimulants and narcotics, having been overcome, that study will soon be added to our list.

As the commercial and manufacturing interests of our city draw within its limits a large foreign population, and as many of them are past the age that entitles them to instruction in the day schools, or could not attend on account of their occupations, it is gratifying to see them gather in the evening schools where they are better fitted to conduct their own business, as well as for the intelligent duties of American citizenship. The percentage of birth and parentage of those now in the evening schools is about as follows:

English and Scotch,	33 per cent.
Irish,	20 "
French and Canadian,	17 "
Portuguese,	14 "
American, (black and white,)	10 "
German	6 "

The total number of pupils enrolled in the evening schools this season is a little over five hundred, of whom about three hundred and fifty are males and one hundred and fifty females. The average membership has been about three hundred and eighty, and the average attendance two hundred and seventy. We have employed twenty-one teachers, giving an average of thirteen scholars to each teacher. The largest school is the most economical in this respect, the central school averaging thirty-two scholars, or eleven scholars to one teacher; the south school ninety-two scholars, or thirteen to one teacher; the north school one hundred and fifty scholars, or fourteen to

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a teacher. This, of course, includes the stormy with the pleasant nights, some of the latter averaging over twenty scholars to a teacher. The oldest scholar in these schools is about seventy years of age, and the youngest is not quite fourteen; a very large proportion, however, a majority of them are between the ages of twenty and thirty. While the most of them have no special object in view, a few are fitting for a definite civil service examination.

We are confident that these schools are an important part of the educational system; that they are fast finding and occupying their proper place in it; and that great results for good to the individual and to the community will flow from them.

For the Committee.

JAMES C. BRIGGS, Chairman.

DRAWING.

This department of our schools has maintained the same high standard of efficiency which has characterized it in former years. It is a matter of sincere congratulation for both our School Board and our citizens that we have been able to retain the services of both our drawing master and his valuable assistants in the evening school. No expenditure for instruction is wiser, more timely or practical than this. None repays the outlay sooner. As illustrating this fact, I need only mention the large number of our pupils who are successfully pursuing this vocation in the decorative department of a number of our manufactories. As showing the quality of the instruction given by Mr. Cumming, I refer with pleasure to the statement made by Mr. Kastner at the head of the Lowell School of Design of Boston that no pupils attending his school come so well prepared as those from our city, whom, in a vein of pleas-

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antry, he calls his heavy artillery. The graduates of our High school are given a preference in admission to the Lowell school, an important fact when it is remembered that the number of pupils is limited to sixty-three, and that seventy-five applicants were rejected, while only ten were admitted the past year. Eight of the graduates of our High school are now in attendance at the Lowell School of Design; a much larger number than from any other city in the state except Boston, which contributes only a few more. What better commentary on our work than this?

I take pleasure in embodying in this Report for the benefit of our citizens who may be ignorant of the extent of our work, the following facts given by our drawing master. First, as taught in our grammar schools. The Parker street school takes drawing from the Eighth grade, with work in original designing the latter part of each year. The Middle street school takes object drawing from the Ninth grade with original designing as above, while at the Fifth street school the same work is commenced with the Seventh grade and continued as in the other schools. The boys' work at the High school is carried on in a very practical manner. They take their own measurements from different pieces of furniture, doors and windows; and make measured drawings to a scale, so that a mechanic could work from the several drawings, and also detail work.

As showing the advantage of beginning object teaching according to the French methods of instruction, Mr. Cumming states that we have better work, in comparison, in the grammar schools than we have in the High school; and I would recommend simple object drawing in the primary schools from the beginning. The Committee owe Mr. Cumming an expression of thanks for his voluntary services cheerfully given the teachers of the lower classes in the grammar schools, in teaching them object drawing

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and perspective on Mondays, after school hours, in order to interest them more in their work, and he authorizes me to state that he is willing to give instruction to the primary teachers as well, free of charge, at any time the Board may appoint.

EVENING DRAWING SCHOOL.

The same able corps of teachers have continued to serve in this school as in former years. The attendance and interest in the work are both gratifying and commendable.

The average of attendance for the year has been as follows: In mechanical drawing twenty-six, in free hand thirteen men and six women. In accordance with suggestions of the Committee, applicants for instruction in mechanical drawing without the slightest knowledge of the elementary principles of geometry have been relegated to a back seat, and so have been prevented from impeding the progress of their more advanced associates. While we welcome all earnest workers, the time of our teachers is too valuable to be wasted in primary instruction in geometry.

CHAS. T. BONNEY, Chairman.

SEWING.

There has been no deviation during the past year from the regular line of improvement, which, from its start, the sewing department has followed.

So little machinery is needed for its workings, and so quietly do the three teachers who have it in charge carry out its requirements, that but for the annual exhibition, we should scarcely be conscious that such a course of instruction was being given in the school curriculum.

About 1500 girls, having individual attention from the

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teachers during forty hours a year in the school room, have brought to a state of completion some 4000 articles.

They have been trained meanwhile in habits of care and self-reliance in a direction which it would have been impossible for any of them to receive at home, even under the most favorable circumstances. The knowledge and skill thus attained will not only enable them to perform good work themselves, but will make them better judges of the labors of those whom they may have to employ hereafter.

We have every reason to congratulate ourselves in having secured teachers who enter so heartily into the work, and who so faithfully execute the plans of your Committee. Respectfully submitted.

B. B. WINSLOW, Chairman.

MUSIC.

This interesting and important branch of school work as taught in our schools at present, maintains the advanced position accorded it by all lovers of the beautiful, and by those who are more particularly interested in the development of the admirable system as taught by Mr. Diman. Nothing has been left undone that would enhance the interests of the work that the Committee through their limited authority have the power to bestow, and the results of the year's work disclose marked improvement in general, and a very satisfactory condition of things in the success attained.

The suggestion made in my last annual Report, that all persons applying for positions as teachers in the public schools of the city be required to pass a satisfactory examination in the rudimentary work of vocal music, has been adopted by the Board, and the hope is entertained

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that results will accrue that will create a deeper interest in this attractive as well as useful study by those who may hereafter contemplate teaching in our schools.

The Committee learn with much satisfaction that in the recent examination of candidates for teaching, the music department was represented by a series of questions, which, upon being answered, revealed the fact that nearly all the applicants possessed sufficient acquaintance with the work to qualify them for positions as teachers, other things being equal. Quite a large proportion of these candidates answered the prescribed questions correctly, while others were deficient in one or two minor points; and there were none but had some knowledge of the science. This to the Committee is encouraging, as it furnishes evidence of the thoroughness which characterizes the instruction imparted by the music teacher, as nearly all of the applicants were graduates of the High school.

Mr. Diman has labored assiduously throughout the year, and the enthusiasm with which he not only enters upon his work, but which is constantly maintained, and the success which attends his efforts, are alike noticeable to every observing mind, and reflect great credit upon him and upon the scholars whom he instructs. He has been seconded very generally by the regular teachers who have willingly co-operated with him, and the results reached are, to a greater or less extent, attributable to their efforts, all of which are appreciated by the Committee and meet with their unqualified approval.

Concerning the recommendation made in my last annual Report that means be devised or some plan adopted to relieve Mr. Diman of a portion of his work as then engaged in, in order to enable him to devote more time to those schools which have been more or less omitted, and which need his services most, I have to say that nothing decisive has been arrived at as yet. The matter has been in

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the hands of the proper Committee and several suggestions have been proposed, none of which have fully met with the approval of this Committee. The matter at present is in the hands of the Committee on Teachers, who are prepared to offer a plan for trial, which it is hoped will meet with the approbation of the Board.

Notwithstanding that all the time allotted the music teacher in all the grades is faithfully occupied, and very excellent work is the result, there are portions of the work which are necessarily omitted because of the lack of sufficient time to attend to it; and to obviate this difficulty, to a certain extent at least, it is hoped that the plan to be recommended will be adopted at once, and the music teacher be allowed to give the mill schools and the three lower grades in the primary schools the benefits of his personal instruction; for we believe that the study of music should commence as soon as a child enters school.

For the Committee.

S. H. SHEPHERD, Chairman.

REPORT OF THE COMMITTEE ON THE SYLVIA ANN HOWLAND EDUCATIONAL FUND.

The balance on hand January 1st, 1886, was	$1,180.41
Interest for the year 1886,	3,000.00
Amount returned,	3.30
Making a total credit for 1886 of	$4,183.71
The expenditures for the current year amount to	3,383.82
Leaving a balance on hand, January 1st, 1887, of	$799.89

The number of books furnished to the several schools for supplementary reading and for reference, with the aggregate cost of the same, is as follows:

	No. copies.	Cost.
Acushnet avenue school,	96	$22.81
Arnold street "	47	9.59
Acushnet "	16	5.57

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Cedar Grove street school,	45	$13.12
Cannonville "	49	11.94
Cedar street "	1	.67
Clark's Point "	31	19.16
Dartmouth street "	1	.67
Fifth street "	254	136.14
Fourth street "	126	31.34
Grove "	91	24.27
High "	320	325.85
Kempton street "	91	30.67
Linden street "	61	19.41
Middle street "	87	57.47
Maxfield street "	91	31.56
Merrimac street "	54	11.00
Mill, north "	40	14.05
Mill, south "	27	11.54
North "	68	25.52
Parker street "	164	94.56
Rockdale "	57	38.24
Thompson street "	159	91.82
William street "	52	9.35
Total for the year,	2,028	$1,036.32

At the beginning of the current year (1886), a rule was adopted by your Committee, requesting the sub-committees having supervision of the several schools to examine the applications of their respective teachers asking for appropriations from the income of the Howland fund. The object which we had in view in adopting this rule was that the requests might be carefully scrutinized by the Committees, and if in their opinion any objectionable features existed they might be eliminated before presenting them for consideration and approval by the Howland Fund Committee. This action we think has proved efficacious to an unexpected degree. It has, as it were, put the sub-committees on their good behavior, making them cautious in action, and careful of their conclusions, as they too must bear a part of the responsibility, and share a portion of the odium resulting from ill-advised recommendations. Thus year by year additional rules are adopted looking to the perfecting

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of methods whereby the income of the fund can be systematically and wisely expended. But a uniform method of procedure is difficult to arrange, owing to the varied views of the teachers making applications.

Some of the requests seem to be based upon both the homeopathic and allopathic theories—homeopathic as to their frequency, and allopathic as to their magnitude. Requests of this nature tend to bias the minds of the Committee to unfavorable conclusions. Teachers should curb their whims as to their wants and needs when asking for supplies, keeping in mind, too, that monthly demands are not imperative, and that fines are not imposed should lapses occur.

For the Committee.

J. HOWLAND, JR., Chairman.

TEXT BOOKS.

The amount appropriated for the purchase of books and supplies for the past year was $4,000. The amount expended was $3,510.09. It is impossible to estimate exactly as yet how much will be needed for the purchase of books during the coming year, as some of the pupils own the books they use, and not until two years from now will all pupils have the full benefit of being supplied with books at the public expense.

Parents, with few exceptions, seem to approve the use of city property by their children. In the grammar schools, where it may be said that all the children attend for a longer or shorter period, not more than nineteen pupils own the books they use. Of these twelve attend the Middle street, four the Parker street, and three the Fifth street school.

The Committee have recommended during the year such

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new text books as have seemed to be needed, and their recommendations have met the approval of the Board. Such supplies also have been furnished, both in quality and quantity, as the Committee have thought to be needed, while having in mind an economical though not niggardly expenditure of money.

The addition of text books for use in the High school is as follows:

Shepard's Inorganic Chemistry.
Hutchinson's Physiology and Hygiene.
Packard's First Lessons in Zoology.
Collar & Daniells' First Lessons in Latin.
Autenreith's Homeric Dictionary.
Hennequin's Idiomatic French.
Roulier's First Book of French Composition.

Jones' First Lessons in Latin has been exchanged for Collar & Daniells' First Lessons in Latin.

The only book which the Board has voted to put into the schools other than the High school is "The Child's Health Primer." This is to more fully comply with the law requiring the teaching of the influence of alcohol and narcotics on the human system.

The following is a complete list of the text books used in the schools:

PRIMARY SCHOOLS.

Franklin First Reader.
Franklin Advanced First Reader.
Franklin Second Reader.
Franklin Advanced Second Reader.
Franklin Third Reader.
Franklin Advanced Third Reader.
Harrington's Spelling Book, Part I.

GRAMMAR SCHOOLS.

Franklin Advanced Third Reader.
Franklin Fourth Reader.
Franklin Advanced Fourth Reader.

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Franklin Fifth Reader.
Franklin Sixth Reader.
Bradbury's Eaton's Arithmetic.
Seaver & Walton's Mental Arithmetic.
Warren's Common School Geography.
Harper's Introductory Geography.
Scott's (smaller) History of the United States.
Berard's History of the United States.
Barnes's History of the United States.
Swinton's Language Lessons.
Greene's Introduction to English Grammar.
Harrington's Spelling Book, Parts I, II.

HIGH SCHOOL.

The Young Chemist, John H. Appleton.
Inorganic Chemistry, Shepard.
Physiology and Hygiene, Dalton.
Physiology and Hygiene, Hutchinson.
Geological Story Briefly Told, Dana.
Astronomy for High School, Gillett & Rolfe.
First Lessons in Zoology, Packard.
Natural Philosophy, Avery.
Physical Geography, Guyot.
Arithmetic, Part II, Fish.
Elementary Algebra, Wentworth.
Geometry, Wentworth.
Plane Trigonometry, Wentworth.
Book-keeping, Meservey.
Elements of Rhetoric and Composition, D. J. Hill.
Exercises in English Composition, Parker.
British Authors, Underwood.
American Authors, Underwood.
Civil Government, Martin.
History of Ancient Peoples, Barnes.
Outlines of the World's History, Swinton.
Sixth Reader, Monroe.
First Lessons in Latin, Collar & Daniells.
First Lessons in Latin, Jones.
Latin Composition, Jones.
Latin Grammar, Harkness.
Cicero, Harkness.
Cæsar, Greenough.
Virgil, Greenough.
First Lessons in Greek, White.

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Greek Grammar, Goodwin.
Greek Prose Composition, Jones.
Xenophon and Herodotus, Goodwin.
Homer's Iliad, Boise.
Greek Lexicon, Crosby.
Homeric Dictionary, Autenreith.
French Grammar, Keetel.
French Reader, Keetel.
Causeries Avec mes Eleves, Sauveur.
Petites Causeries, Sauveur.
Idiomatic French, Hennequin.
First Book of French Composition, Roulier.
French Dictionary, Spiers & Surenne.
German Rudiments, Ahn Henn.
German Grammar, Wenckebach.
Der Neue Leitfaden, Heness.
Haus Marchen, Grimm.
Hermann and Dorothea, Goethe.
Deutsche Grammatick, Wenckebach.

This list by no means includes all the books deemed essential to give the children of our city a liberal education. The Howland Fund Committee furnishes from time to time such books as are considered useful for supplementary work, and the number of these already in use has reached a no small proportion. We have reason to believe that many of this class of books are used as text books, and in this way some which the Board would not adopt as text books are made such by the teachers.

The cost of books and supplies for the several schools in detail is as follows:

1886.

	Books.	Supplies.	Total.
High school,	$407.64	$378.63	$786.27
Fifth street grammar school,	160.15	263.84	423.99
Middle " "	207.19	298.07	505.26
Parker " "	45.30	253.15	298.45
Thompson " "	172.12	103.28	275.40
Acushnet avenue primary school,	7.07	50.18	57.25
Arnold street primary school,		2.21	2.21
Cedar street primary school,	1.50	29.03	30.53
Cedar Grove street primary school,	8.00	29.63	37.63
Dartmouth street primary school,		44.15	44.16

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	1886.		
	Books.	Supplies.	Total.
Fourth street primary school,	$4.17	$19.06	$23.23
Grove primary school,		20.42	20.42
Kempton street primary school,	5.46	20.62	26.08
Linden street primary school,	2.82	10.37	13.19
Merrimac street primary school,		22.54	22.54
Maxfield street primary school,		28.96	28.96
William street primary school,	6.74	22.22	28.96
North Mill school,		10.12	10.12
South Mill school,	3.75	5.24	8.99
Acushnet school,	23.52	22.31	45.83
Cannonville school,	13.30	4.56	17.86
Clark's Point school,	14.69	13.02	27.71
North school,	10.45	12.73	23.18
Plainville school,	12.74	7.62	20.36
Rockdale school,	.75	7.25	8.00
Central evening school,			19.01
North evening school,			132.82
South evening school,			41.44
Evening drawing school,			98.26
	$1,107.36	$1,970.74	$3,078.10

It is but just to say that some of the difficulties which it was feared would attend the free supply of books have not been realized. They are well cared for by the pupils generally, and the teachers express the opinion that they are preserved in better condition than they would be were they owned by the children. The teachers themselves keep a watchful care of the books, to make sure that they are properly handled and receive no injury.

I feel it my duty to say that in rendering their accounts at the end of the several terms some of the principals have been very incorrect. It is perplexing and occupies a deal of time to keep a record of books and supplies, but when so much money is expended as must necessarily be the case in this direction, the Committee cannot do less than require a correct accounting of the purchases placed in the care of the teachers.

For the Committee.

WILLIAM H. PITMAN, Chairman.

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DETAILED STATEMENT

OF THE OUTLAY BY THE SCHOOL COMMITTEE FROM THE HOWLAND INCOME FUND, FROM JANUARY 1, 1886, TO JANUARY 1, 1887.

BOOKS AND PERIODICALS.

Ambrose, F. M.,	$22.00	
Appleton, D. & Co.,	8.50	
Butler, E. H. & Co.,	69.17	
Boston School Supply Co.,	19.00	
Cowperthwait & Co.,	31.03	
Cassell & Co.,	24.30	
Chase, W. I.,	11.00	
Dews, Edwin,	14.00	
Educational Publishing Co.,	15.00	
Fairchild, E. B.,	72.00	
Ginn & Co.,	21.67	
Hutchinson, S.,	207.40	
Hutchinson, H. S. & Co.,	61.12	
Harrington, H. F.,	20.60	
Holt, Henry & Co.,	11.40	
Jenkins, Wm. R.,	12.00	
Kellogg, E. L. & Co.,	9.75	
Knowlton, D. H. & Co.,	2.40	
Lee & Shepard,	46.67	
Leach, Shewall & Sanborn,	20.00	
Perry, Mason & Co.,	39.00	
Stockin, A. C.,	16.80	
Whiting, Chas. H.,	32.92	$787.73

DRAWING DEPARTMENT.

Harrington, H. F., expenses,	$2.10	
Lawton, James M., Jr., drawing books,	2.00	
Prang Educational Co., drawing models,	327.26	331.36

MUSIC DEPARTMENT.

Boden, E., Jr., organs and piano covers,	$220.00
Diman, F. L., sheet music,	13.86
Ditson, Oliver & Co., singing books,	22.50
Ginn & Co., " "	62.67
Hume, Harrison, " "	108.50

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Ivison, Blakeman, Taylor & Co., singing books,	$52.50	
McCabe, B. F., organs and stools,	195.00	
Peirce, George, care of pianos and organs,	262.00	
Ware, Wm. & Co., singing books,	91.67	$1,028.70

APPARATUS.

Adams, Chas. F., camera slides,	$31.45	
DeWolf & Vincent, set of scales,	3.00	
Eimer and Amend, chemical apparatus,	235.20	
McAllister, T. H., camera slides,	19.50	
Sherman, C. R. & Son, apparatus,	15.50	
Sullings, Kingman & Co., "	6.00	
Sowle, Fredk. A., "	2.00	
Tripp, S. A., "	8.20	320.85

BINDING.

Kane, D. J. & Bro.,	$34.95	34.95

SEWING DEPARTMENT.

Anthony, E. & Son, advertising,	$2.17	
Gammons, G. F. W., estate of—carting,	3.00	
Hutchinson, S., paper,	.50	
Mercury Publishing Co., advertising,	3.00	
Paine, N. L., messenger service,	11.50	
Piper, A. D., " "	2.00	
Richmond, Caroline H., sewing material,	3.00	
Whiting, E. B. & Co., cotton, needles, etc.,	6.48	31.65

PRIMARY DEPARTMENT.

Anthony, E. & Sons, reward cards,	$9.00	
Central Union Asso., object supplies,	4.50	
Harrington, H. F., " "	3.00	
Lawton, J. M., Jr., elastic bands and picture books,	4.46	
Mercury Pub. Co., primer blanks and reward cards.	124.25	
Milton Bradley & Co., object supplies,	12.60	
Prang Educational Co., " "	62.50	
Perry, George S., envelopes and chart holder,	4.75	
Paine, S. S. & Bro., clay for modelling,	1.00	226.06

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MISCELLANEOUS.

Almy, Emma M., cash paid for covering books,	$71.53	
Almy & Hitch, fitting and hanging maps,	21.68	
Cushman Bros. & Co., map balances, etc.,	41.73	
Corson, T. S., freight and carting,	.40	
Eimer & Amend, chemicals,	79.01	
Eldridge, John, Jr., express,	3.67	
Frost, George & Co., file for pencil sharpener,	.21	
Gray, Charles A., freight and carting,	4.00	
Hatch & Co., express,	13.20	
Hutchinson, S., covering paper, glue, etc.,	12.75	
Hazzard, James B. & Son, staining map cornice,	2.50	
Hutchinson, H. S. & Co., paper,	.38	
Look, John W., map cornices,	46.88	
Old Colony Railroad Co., freight,	1.02	
Perry, George S., maps, globes and covering paper,	297.30	
Sherman, C. R. & Son, hooks and handles for maps,	5.90	
Spare, J. V., cotton cloth,	1.80	
Sherman, Ruth S., covering books,	1.60	
Tripp, George H., collection Rocky Mt. minerals,	15.00	$620.56
		$3,381.86

NOTE.—Since my Report on the High school went through the press, Mr. Mathews, the member of the Committee having special charge of the High school house, has applied a remedy for the escape of noxious gases from the chemical laboratory into the body of the house which I trust will prove successful. J. E., Jr.

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IN SCHOOL COMMITTEE,
December 31, 1886.

On motion of Mr. Eldridge:

Voted unanimously, That the thanks of the Board are due and are tendered to His Honor, the Mayor, for the courteous, impartial and able manner in which he has presided over its deliberations during the year; and that while congratulating him on his re-election, we look forward with much pleasure to his continuance in the chair for another year.

On motion of Mr. Tompkins:

Voted unanimously, That the thanks of the Board are tendered to the Vice Chairman for the able and impartial manner in which he has presided over the deliberations of the Board during the absence of his Honor, the Mayor.

On motion of Mr. Washburn:

Voted unanimously, That the thanks of the Board are presented to the Secretary for his faithful and acceptable service.

GRADUATING CLASS OF THE HIGH SCHOOL.

William Hastings Bassett.
Ralph Vincent Blake.
James Francis Carlin.
John Manchester Case.
James Nicholas Conway.
Walter Williams Cunliffe.
Lester Everett James.
Walter Frank Jay.
Joseph Stockbridge Lewis, Jr.
James Franklin Macy.
Philip Edwin Macy.
Edward Peirce.
Albert Russell Pierce.
Frederic Warren Smith.
George Lincoln Smith.
George Howard Spooner.
Alice Maud Abrams.
Mary Alice Akin.
Harriet Almy.
Lucy Delana Ashley.
Sarah Briggs Barrows.
Charlotte Hicks Bearse.
Essie Louisa Boden.
Annie Louise Brownell.
Alice Berrick Chace.
Mary Lizzie Cogan.
Marian Delia Cudworth.
Eleanor Richardson Dexter.
Myrtilla Matthes Dwight.
Carrie Kempton Gifford.
Betsey Belle Holcomb.
Mary Josephine Irving.
Annie May King.
Anna Peirce Lyons.
Theresa Howland Macomber.
Mary Cornell Macomber.
Florence Brock Macy.
Minnie Josephine Page.
Emily Hill Pierce.
Abbie May Potter.
Carrie Nichols Deborah Potter.
Mary Frances Reed.
Alfreida Kimball Richards.
Clarabell Ruland.
Annie Florence Smith.
Elizabeth Smith.
Flora Abbe Swift.
Katherine Maria Tripp.
Elmira Markoff Watson.
Sarah Ashley Winslow.
Susan Pease Wood.

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SCHOOL COMMITTEE — 1886.

MORGAN ROTCH, Chairman, *ex officio.*
EDMUND WOOD, President of the Common Council, *ex officio.*

WARD 1—Mrs. Stanton, G. W. Hillman, L. Z. Normandin.
WARD 2—Tompkins, Braley, Shepherd.
WARD 3—Mrs. Webster, Pitman, Benjamin.
WARD 4—Mathews, Eldridge, Dunbar.
WARD 5—Howland, Washburn, Bonney.
WARD 6—Miss Winslow, Briggs, Parker.

STANDING COMMITTEES.

ON HIGH SCHOOL.—Eldridge, Washburn, Bonney, Howland, Braley, Benjamin, Dunbar, Miss Winslow.

ON GRAMMAR SCHOOLS.—Washburn, Miss Winslow, Pitman, Braley, Dunbar, Briggs, Mrs. Webster.

ON PRIMARY SCHOOLS.—Benjamin, Miss Winslow, Pitman, Shepherd, Parker, Tompkins, Mrs. Stanton.

ON COUNTRY SCHOOLS.—Parker, Hillman, Normandin, Briggs, Mrs. Stanton, Mrs. Webster.

ON FARM SCHOOL.—Braley, Parker, Bonney, Washburn, Hillman, Normandin, Mrs. Webster.

ON MILL SCHOOLS.—Tompkins, Howland, Normandin, Shepherd, Hillman, Mrs. Webster.

ON EVENING SCHOOLS.—Briggs, Howland, Pitman, Normandin, Hillman, Bonney, Mrs. Stanton.

ON EXAMINATION OF TEACHERS.—Eldridge, Washburn, Benjamin, Braley, Parker, Shepherd, Bonney, Briggs, Miss Winslow, Tompkins.

ON TEXT BOOKS.—Pitman, Dunbar, Washburn, Mathews, Hillman, Briggs, Mrs. Stanton, Wood.

ON MUSIC.—Shepherd, Mathews, Pitman.

ON DRAWING.—Bonney, Eldridge, Miss Winslow, Parker, Normandin, Mrs. Webster, Wood.

ON EXPENDITURES.—Mathews, Benjamin, Dunbar, Howland, Pitman, Braley, Tompkins, Wood.

ON HOWLAND FUND.—Howland, Benjamin, Mathews, Bonney, Eldridge, Dunbar, Tompkins, Wood.

ON SEWING.—Miss Winslow, Washburn, Benjamin, Shepherd, Mrs. Stanton, Mrs. Webster.

ON PAY ROLLS.—Dunbar, Mathews, Tompkins.

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SCHOOL COMMITTEE — 1887.

MORGAN ROTCH, Chairman, *ex officio*.

WILLIAM A. CHURCH, President of Common Council, *ex officio*.

H. F. HARRINGTON, Secretary and Superintendent Public Schools.
Office, 7 Pleasant street.
Office hours, 8½ to 9 A. M., 12½ to 1 P. M. Saturdays, 9½ to 10 A. M.

WARD 1—Annie R. Borden, Elizabeth W. Stanton, G. W. Hillman.
WARD 2—S. H. Shepherd, I. B. Tompkins, Jr., E. P. Haskins.
WARD 3—I. W. Benjamin, Helen W. Webster, W. H. Pitman.
WARD 4—G. H. Dunbar, W. H. Mathews, J. Eldridge, Jr.
WARD 5—C. T. Bonney, J. Howland, Jr., F. A. Washburn.
WARD 6—F. H. Gifford, Betsey B. Winslow, J. C. Briggs.

STANDING COMMITTEES.

ON HIGH SCHOOL.—Eldridge, Washburn, Bonney, Howland, Dunbar, Benjamin, Mathews, Miss Winslow.

ON GRAMMAR SCHOOLS.—Washburn, Miss Winslow, Pitman, Dunbar, Briggs, Mrs. Webster, Haskins.

ON PRIMARY SCHOOLS.—Benjamin, Miss Winslow, Pitman, Shepherd, Tompkins, Mrs. Stanton, Mrs. Borden.

ON COUNTRY SCHOOLS.—Mrs. Stanton, Hillman, Briggs, Mrs. Webster, Gifford, Haskins.

ON FARM SCHOOL.—Haskins, Bonney, Washburn, Hillman, Gifford.

ON MILL SCHOOLS.—Tompkins, Howland, Shepherd, Hillman, Mrs. Webster, Mrs. Borden.

ON EVENING SCHOOLS.—Briggs, Howland, Pitman, Hillman, Bonney, Mrs. Stanton, Mrs. Borden.

ON MUSIC.—Shepherd, Mathews, Pitman.

ON DRAWING.—Mrs. Webster, Eldridge, Miss Winslow, Bonney, Gifford, Haskins, Church.

ON SEWING.—Miss Winslow, Washburn, Benjamin, Shepherd, Mrs. Stanton, Mrs. Webster.

ON EXAMINATION OF TEACHERS.—Eldridge, Dunbar, Washburn, Benjamin, Shepherd, Briggs, Miss Winslow, Tompkins, Mrs. Stanton.

ON TEXT BOOKS.—Pitman, Dunbar, Washburn, Mathews, Hillman, Briggs, Mrs. Borden.

ON EXPENDITURES.—Mathews, Benjamin, Dunbar, Howland, Pitman, Tompkins, Eldridge, Gifford, Church.

ON HOWLAND FUND.—Howland, Benjamin, Mathews, Bonney, Eldridge, Tompkins, Church.

ON PAY ROLLS.—Dunbar, Mathews, Tompkins.

N. L. Paine, Truant Officer, will hold office hours in the Superintendent's room from 8 to 9½ o'clock, A. M., and from 12 to 1 o'clock, P. M., on the five school days.

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ANNUAL REPORT

OF THE

SUPERINTENDENT OF SCHOOLS

FOR THE YEAR 1886.

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SUPERINTENDENT'S REPORT.

To the School Committee:

Ladies and Gentlemen: Warned by the protracted illness from which I have only lately recovered not to subject my returning strength to any unusual strain, I shall limit my Report to a review of some points in the legislation of the Board and of the sub-committees during the closing year.

THE NEW MANUAL.

The points I refer to are of special importance in connection with the manual on which I am engaged. In my Report for 1884 I took occasion to say that there is veritably a "Science of Teaching" and that I should feel humiliated to prepare a manual for our schools now that the existence of a philosophical basis for the teacher's work has been thoroughly demonstrated, if I did not make effort to ground it on that basis. I stated, also, that I have delayed the completion of the manual because of a wish to arrive at settled convictions respecting some essential points in school management which have hitherto been undetermined. The advance which has been made during the past year, through the legislation of the Board, in removing these hindrances, is as helpful as it is gratifying; and the best feature of it is the fact, clearly evolved in the preliminary discussions and the unanimity of the final

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action, that the several decisions were solidly grounded on principle and will be firmly adhered to.

In this connection I take occasion to make a passing allusion to the distinctive character of the legislation of the Board during the many years that I have had charge of the New Bedford schools; for it is because of the favoring results of that legislation that I am able to actualize my resolve to ground the instructions of the manual on scientific principles. It is all the more deserving of remark because, as compared with that of the great majority of the School Boards of the country, it is exceptional. Our schools maintain a high rank. Some of the most distinguishing features of elementary school work at the present time found their first development in the New Bedford schools. Studies and methods of essential value, also, received from the past, have been tested in our schools as to the measure of their fidelity to scientific principles, and many a defective method amended, many an excrescence lopped away. Furthermore, experiments have been boldly tried with new candidates for places in the school curriculum, to be as boldly discarded as soon as their pretensions were found to be false. Action in all these particulars has been tentative and consistent, always holding in view the attainment of a perfect system; and thus, in a discriminating, progressive way, our school work has been revised and reinforced until the right basis for the most profitable kind and quality of instruction seems to have been fully developed and enjoined; and nothing is left but for the teachers—animated by an intelligent application of the principles by which they should govern their efforts—to perform their work with system, enthusiasm and fidelity, giving to every portion of the prescribed course of study the attention which is its due.

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As I have said, I shall comment on those points only which have been affected by the year's legislation; and I begin with the

REQUISITES FOR THE EXAMINATION OF CANDIDATES TO BE TEACHERS.

I have sympathized heartily with those members of the Board who have been earnest for the prescription of a more thorough test of scholarship in relation to candidates for positions as teachers in our schools, than the superficial examinations with which we have so long been content. In my last annual Report I treated of this subject at length, asserting my belief that this was the weakest point in our whole school system. I endeavored to set forth effectively that the corner-stone of a good school system is the employment of none except first class teachers; and that those school authorities alone are squarely abreast of this principle, who, utterly regardless of side issues of every kind, seek for and obtain thoroughly capable and thoroughly experienced teachers wherever they may be found, and give positions to none beside. And I did not hesitate to add that the comparatively meagre amount of knowledge requisite to pass successfully one of our teachers' examinations and thereby to secure a place in our teaching force, was an open satire on our pretensions to possess the best of schools.

I recommended the adoption of the method of certificating teachers which prevails wherever the subject has secured the attention it merits—which is, to establish three grades of certificates, adapted, respectively, to service in our three principal school departments, and to be acquired, severally, by success in an examination having a similar adaptation in its requirements to the grade which the applicant seeks to secure.

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My recommendation was referred to the Committee on Teachers for their consideration. After thoughtful attention on their part it was unanimously adopted, and a sub-committee appointed to draft the requirements for the examination of candidates to be teachers on the basis of three grades of certificates.

This was a serious duty. It was of the last importance that the system, if adopted, should stand and be adhered to. It must commend itself, therefore, by its reasonableness and its practicality. Its requirements must not be over-strained. They must have relation not only to the abstract question of what is essential to a teacher's fitness, but also to the conditions in reference to recruits for our corps of teachers which in a measure hold us in subjection. The demand must be answered for a great advance on the existing requirements, yet stop fairly short of demanding too much. The problem presented precisely one of the many instances in connection with school affairs in which theories which are abstractly sound and practical are so at variance with controlling circumstances that they can be put to service only after essential modifications. That a teacher should be a thorough and comprehensive scholar is a sterling theory, but public school authorities are compelled to lower its sublime standard many points.

The draft of qualifications for candidates to be teachers, after various amendments by the Committee on Teachers, was submitted to the Board and adopted as follows:

QUALIFICATIONS FOR CANDIDATES TO BE TEACHERS.

SECTION 1. To qualify candidates to hold positions as teachers in the schools of New Bedford, there shall be three grades of certificates, severally corresponding in their requisitions to the class of studies pursued in the department of schools to which they shall specifically

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refer. They shall be termed first grade, second grade and third grade certificates.

A third grade certificate shall qualify a candidate to be an assistant in a primary school; a second grade certificate shall qualify a candidate to teach as principal of a primary school, or assistant in a grammar school, or principal or assistant in a country school or a mill school; a first grade certificate shall qualify to teach as principal of a grammar school, or in the High school. A higher certificate shall include a lower.

SEC. 2. No instructor shall be employed in any higher grade of schools than that for which the certificate shall qualify the holder thereof.

All teachers in actual service and candidates on the approved list, are hereby exempted from the provisions of this section during the school year 1886-87.

SEC. 3. Each candidate must bring to the examination, (1) a certificate of graduation from a high school, or normal school, or what shall be considered by the Examining Committee an equivalent therefor; (2) a certificate of good moral character; (3) testimonials of success in teaching, if there has been any practical experience.

All teachers in actual service and candidates on the approved list are hereby exempted from the provisions of this section.

SEC. 4. The subjects of examination for the several grades of certificates shall be as follows:

THIRD GRADE.

Language—The English language, its grammar and literature; the power of easy and accurate composition, showing the possession of an available vocabulary and a trained ability to think and reason; the power to read with intelligence and expressive elocution.

Writing—A creditable hand writing.

Mathematics—Arithmetic; the elements of plane geometry.

Geography and history—Physical and political geography; general history, or the history of England and of the United States.

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Sciences—Physiology with school hygiene; the elements of physics; the elements of any one of these sciences: botany, zoology, geology.

Subjects of general fitness—The characteristics of the human mind, and the right methods for their development; the principles of teaching.

Music and drawing—The rudiments of music and drawing.

SECOND GRADE.

The various subjects required for examination for a third grade certificate, each carried forward to a more extensive familiarity with principles and facts, and the following addition:

Civil government, with special reference to the United States.

FIRST GRADE.

The various subjects required for a second grade certificate, enlarged to still more comprehensive limits, and the following additions:

History and structure of the English language.

Algebra.

Latin; and French or German.

There is a class of persons who will pronounce this programme of requirements to be in some respects essentially defective. They will say, for instance, that the provisions for an adequate knowledge of English for a third grade certificate fall far short of the tests which should be provided for any and all teachers; for every teacher should be proficient not only in a knowledge of so much of the scientific structure of the language as is embraced in the technical term, Syntax, or Grammar, but also in that of its historical development, and its comparison with its related group of dialects. Says a teacher,

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whose school is expressly intended to prepare young persons to be teachers, "In the last fifty years there has been a great change in the scientific world, and the word 'comparison' may be called the key word of modern science. When a law looks dark we throw upon it the light of some kindred law. So we have comparative philology and comparative theology. This great movement is felt in the public schools. In geology, chemistry, botany, etc., in a school of any pretensions, the teacher is required to have a good knowledge of the subject in the line of comparative study. Peculiarly rapid progress has been made in philology. The way to study a language is to study its historical development and its comparison with its related group of dialects. No one needs more to know the history, the structure, the genius of a language than the teacher of small children," and in fealty to this conviction, he makes Anglo-Saxon an initial study of his English course.

I may be at fault, but I feel compelled to dissent from this position, as applied to the preparation of candidates to be teachers for their work, on two grounds:—*One*, that the reasoning which professes to justify it is incorrect in both its premises and conclusions; a *second*, that it ignores the conditions which compel school authorities to accept a less exhaustive knowledge of the subjects to be taught. For the sake of convenience I shall discuss the latter objection first.

I object to this teacher's position, then, because it ignores the constraints which trammel public school authorities in the selection of teachers, and also because it ~~falsely~~ presupposes candidates to possess the amount of knowledge essential to an intelligent appreciation and use of such a course of instruction in comparative philology as he has indicated, when in fact the most are entirely ignorant of it. I admit that, on general principles, it is essential for a teacher to be a ripe scholar in knowledge of

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the subject which he is commissioned to teach. I am ready to go as far as any in denunciation of the charlatanry, through which ignorance substitutes lifeless mechanical methods for the scholarship which glows with vitality. Moreover, I should forfeit all claim to scholarly instincts and observation, if I did not believe with fervor that the more a person can learn on any and all subjects —learn accurately and thoroughly—the better for him. His acquisitions cannot fail to stand him in good stead. But as I have already reasoned, American school authorities, in the selection of teachers, are hampered by conditions which must inevitably be taken into account. Their range of candidates is limited in the main to recent graduates from the high schools, or, at best, to those who have pursued a couple of years of special training for the work, subsequent to their graduation from those schools. And graduates leave the high schools for these training schools in no condition whatever, as a body, to occupy time with study of the historical development and structure of the language. For they do not yet know enough of the language *as it is*—not as it has grown to be, but simply as it is—to be able to make a profitable application of such study to the work of the school room. It is a settled principle of the "Science of Teaching," that a broad and appreciative knowledge of the vernacular is a prerequisite to a critical examination of its structure; and its historical development is one element of its structure. For the language had passed through the mutations of its puberty and become well nigh perfected, before either grammar or prosody was even thought of; and not until a comparatively recent period has critical attention been paid to its historical development. And as the language thus had to be perfected before its structure could be analyzed, so there must be a corresponding familiarity with it before the critical study of its history can be of material advantage.

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And this familiarity the graduates of our high schools, as a whole, do not possess. Those who are from cultured homes, where good books are numerous and well thumbed, and conversation is enriched with the fruits of study and observation — whose high school training therefore has wrought its work to the best possible effect—are exceptions to this statement. But the majority have not enjoyed such privileges. They have been dependent on their schools alone for their scholarly intercourse with language and literature; and the measure of it, with the limited time at their command, has not sufficed to make them so proficient that they are in a proper condition for the critical analysis of the language and the study of the sources of its formation.

If they propose, therefore, to take a course of special training for the business of teaching — to occupy, say a couple of years,—for the reasons that have been given, their work in English should not at once be scientific and historic, but a preparation for such work. And since we are compelled to seek recruits for our teaching force, as has been said, mainly from among those who are in this preparatory stage of attainment, some of them only recent graduates from the High school, we must of necessity limit our requirements to a knowledge of the subject which stops short of historical development and scientific structure in its range.

At this point I advance my second objection to the position of the teacher to whom I have referred. He bases his disparagement of the standard of attainment in language which public school authorities are content to prescribe for candidates to be teachers, upon the assumption, that, like as in geology, chemistry, botany, etc., the word "comparison" may be called the key word of a teacher's proper and successful instruction, the same principle is to be recognized in the teaching of language. To such an extent does he

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carry this proposition as to say that "no one needs more to know the history, the structure, the genius of a language, *than the teacher of small children.*"

My reasoning may be unsound, but as my mind now grasps the subject I am forced to challenge both the logic and the application of this argument. There is good reason why the principle of "comparison," fully recognized among school authorities in relation to geology, chemistry, botany, etc., is disregarded in relation to language. Instruction in geology, etc., deals with *things* and *facts*; instruction how to read, only with *words* as the symbols of things and facts. The pupils of instruction in geology, etc., comparatively mature and able to reason, are sent to nature for principles and processes, *and all the steps in the history of the science are direct elements of the development of the work they may have in hand.* The pupil learning to read, is an unreasoning child; and the history, structure and genius of the language have no more to do with his instruction than learning the history of the invention of telephony has to do with "wiring" a message from my office to the High school. Instead of regarding a teacher thoroughly expert in knowledge of the "history, structure and genius" of the language as specially adapted to teach small children, I should say to one thus accomplished, "Be careful not to obtrude any of your scientific knowledge into your methods of instruction. It would injure them. Your little pupils would not understand you. Be amply content, if, out of your knowledge of the language *as it is*, you can start them in the formation of intelligent vocabularies." Not until instruction in language has reached beyond the primary school and even the grammar school, will the application of familiarity with the history, structure and genius of the language be in place.

Moreover, the pupil in geology, etc., realizes no halting place between the full demands of the science and the

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initial period of its historic development. Before him, starting with the earliest gropings of scientific inquiry, is a chain of facts which is attached at every point, interlinked and unbroken, to the condition of the science as it claims investigation today. On the contrary, there is in the study of language a point midway between ignorance and thorough knowledge, that is not a mere link in an extended chain, but is a positive independent landing place, an honorable goal which ambition may be proud to win. Though it owes little or nothing to the study of historic development, it is, notwithstanding, definite, scholarly and of transcendent quality and practical value. I mean a knowledge of the language as it is today, in all its richness, beauty and scope. I mean such broad and diligent converse with it through the various channels of its golden literature, wholly independent of its origin and formation, that the mind has become freighted with its treasures and has acquired the power to wield it with intelligent and accurate facility. There is nothing superficial nor delusive about the pretensions of a mind enriched to this extent. Such a knowledge of the English language and literature, accompanied by a proportionate acquaintance with arithmetic, geography and history, is an education; a good, substantial education, not only for the practical purposes of life but far beyond them. There is no play of charlatanry in adopting it as the standard of attainment for inexperienced candidates to be teachers; and justified by its intrinsic value as well as by the constraints which limit us to it, we do thus adopt it, rejoicing to be able to feel that the teacher who is so fortunate as to have such a mastery of it in full possession, since its genial influence is in direct alliance with the express aims of elementary instruction, will be false to his endowments if he do not teach with insight, enthusiasm and effect.

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BASIS OF TEST EXAMINATIONS IN THE GRAMMAR SCHOOLS.

In my annual Report for 1884, stimulated by several concurrent attacks in various quarters on school examinations, which were charged with being one of the most conspicuous and pernicious of the errors of the public school system, I made as searching and exhaustive an inquiry into the merits of the prevalent forms of examination as I was able. I closed with a statement of the settled convictions of the School Committee on the subject, and of the regulations pertaining to examinations and promotions which govern the New Bedford schools.

I need not say that, giving expression to the views of the Board as well as my own, I denounced in the strong terms of abhorrence which their enormity justifies, all examinations which statedly occur in public schools as a basis for the distribution of rewards; such as promotions, diplomas, gradations of rank and the distribution of honors; or as tests of the efficiency of the instruction. I analyzed their influence over the hearts of the pupils and the work of the schools, and proved, I think beyond the reach of controversy, that they must inevitably, to some extent, deprave the one, while, to the full, they deteriorate and degrade the other.

In answering the questions, "What is to be the alternative if the offensive examinations be discontinued?" and "What is to determine the fitness of pupils for promotion?" I set forth the alternative adopted by the Board years ago, and still adhered to with a force of conviction which success has strengthened year by year, that right action submits the question of a pupil's fitness for promotion from grade to grade in the same department, *to the decision of his teachers*. What a perfect farce a test examination to determine merit becomes, subject as its transaction and

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results necessarily are to contingencies which negative its justice, in the face of the positive knowledge which the teacher possesses of the standing of every member of his school! How perfectly the daily intercourse of the school room, for months and perhaps years, enables him to know thoroughly the inward character as well as the outward form of every one; and if, when an examination has been finished and its per cents. recorded, the teacher says, "Such a pupil has succeeded who was not worthy to succeed." or, "Such a pupil has failed, who ranks in merit above many who have won," how this judgment, in the forum of conscience, overthrows the decision of the figures, and renders an insistence upon it an injustice and a shame!

Therefore, impressing on the minds of the principals that the standard of their action in the premises is the simple but significant question, *Would the advancement of the pupil be to his advantage?* we leave promotions from grade to grade in their hands, only ordaining that the name of every pupil defaulted is to be reported to the superintendent with the reasons for his ill-success.

But all this is merely preliminary to what I have specially in view to set forth in this connection. Early in the closing year the Grammar School Committee decided to institute a written examination of the Fifth grade (this includes the highest grammar school classes) for two purposes; one to afford them an opportunity, *as a Committee*, of passing judgment on the attainments of that grade, it being the representative grade of the school, which could only be accomplished by having before them some definite, visible results of test work. Another — as detailed by the chairman of the Committee in his Report*—to serve as a basis for the distribution of diplomas at the close of the

*See page 22 of this book.

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school year, which should cause them to be looked forward to as something of positive value, not to be gained without effort, and therefore to prove a stimulus to ambition and faithfulness. But the execution of the decision involved a very difficult problem. How could a test examination be instituted which on the one hand should not materially infringe the settled policy of the Board that there should be no tests of the kind involving the distribution of honors or rewards, and on the other, should not inflict on the instruction of the classes that most damaging of all the vicious tendencies of stated test examinations—the inoculation of the teachers' minds with such a controlling anxiety to be well prepared for the tests, that generous, thoughtful instruction should be foregone, and the pupils narrowed down to a regimen of unfruitful text book cram?

This problem was entrusted to a sub-committee for solution. They undertook its consideration with lively interest, and settled on the following general points:—*First*, there shall not be so many of the proposed examinations as to break up the continuity and freedom of the regular school work; *Second*, they shall not occur at stated intervals, to be anticipated with an anxious expectancy, but at such times, of which no warning shall be given, as the Committee from time to time may direct; and *Third*, and most important of all, *the questions proposed shall be strictly limited to that range of topics which constitute the substantive groundwork of the studies to which they pertain.*

More than half the contents of most of the popular text books used in elementary schools are worse than useless. The *arithmetics* are crowded with topics, problems and applications, embracing all the multifarious uses to which the subject can be put in mortal affairs. These are of no possible value to the pupils, while they prevent due attention to those portions which *are* of value, and to other studies of prime importance. The *geographies* and *his-*

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tories multiply profitless facts and details, and the *grammars* marshall the technics of syntax through a long array of illustrations and exceptions wholly beyond the comprehension as well as the needs of elementary pupils. It is these objectionable additions to the sterling portions of the text books which create the most baneful features of ordinary test examinations. For every question missed subtracts a certain per cent. from the aggregate and proportionately perils the result; and since it is uncertain, as such affairs are usually managed, what questions may be asked, what profitless knowledge called for, therefore all the lumbering details which crowd the text books must be forced into the minds of the pupils through a tormenting process of high pressure and cram.

It seemed of the last importance to steer clear of this crying evil,—to draw the line definitely between essentials and non-essentials in the contents of the text books, and limit the examinations rigidly to the former. There are technics, definitions and classes of facts which are the groundwork of the studies to which they pertain, and are the starting points of satisfactory instruction. *They must be securely fixed in the memory.* There can be no intelligent progress otherwise. A pupil must be able to revert to them as readily as to the alphabet of language or the symbols of arithmetic. This is of comparatively easy accomplishment, for the amount of this fundamental matter is really so limited that it would be a disgrace to a graduating class in a grammar school, if its members should not be able to pass a successful examination upon it, at any time, without the slightest fret or uncertainty.

The sub-committee realized that to define this line of demarkation would grandly accomplish another more general and important result, viz: to leave to the teachers an open and unobstructed field for the broad, thoughtful range of instruction which the text books open into but do not

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occupy; which is independent of routine, and scorns to be measured by per cents.

What educational engineer should locate this invaluable division line? The sub-committee called the five grammar principals together and made known to them their position and wishes. They placed in the hands of each copies of the text books, and requested them to con their pages critically and cross out every portion which in their judgment was not of fundamental importance. They would be allowed the necessary time for this work, and then would be called together to compare results.

Fully appreciating the objects held in view by the sub-committee, and delighted at the good results they foreshadowed, the principals severally performed the allotted task; and when they came together again, their almost absolute agreement with each other and with the Committee in their conclusions, was a subject of mutual congratulation. It was felt to be trustworthy, and the plan and result were reported to the Grammar School Committee, who gave their unanimous approval.

I append a detailed statement of the abridgment made in each study.

ARITHMETIC (BRADBURY'S EATON).—WHOLLY EXCLUDED: "General principles of division;" Work in prime numbers; Definitions and rules respecting "Greatest Common Divisor" and "Least Common Multiple," the work to be done by inspection; Rules for "Cancellation;" All examples in common fractions with denominators greater than 16; Complex fractions; Metric measures; Addition, multiplication and division of Compound numbers; Work on longitude and time; Compound interest, Partial payments, Ratio, Proportion except by analysis; True discount; Partnership; Equation of payments; Square and cube root; Mensuration, except in connection

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with angles, plane figures, triangles, quadrilaterals, circles, sphere, pyramid and cone; The reading matter and rules in Numeration and Notation; Rules in the four fundamentals; All such problems in compound numbers as this:—"To find how many of a lower denomination are contained in a fraction of a higher one;" and this:—"Reduce the fractional part of a higher denomination to a lower denomination."

Notes.—The division of fractions to be performed decimally. One rule only to be taught in "Interest."

GRAMMAR (GREENE'S INTRODUCTORY).—Only the first or elementary part is retained, with the exclusion of gender and number as to nouns, and mode and person and definition of "transitive" and "intransitive" as to verbs. The only intelligent use that can be made of grammar in a grammar school is to furnish a common medium of communication in reference to lessons in language and composition.

GEOGRAPHY.—The contents of the "Introductory" only, (Harper's) to be the subject of examination, with the elision of most of the map questions.

HISTORY.—All facts which have no definite bearing on the progress of social or political life, all details of battles, the names of subordinate actors in affairs, and the names of places not essential to the memory of the events with which they are connected, to be excluded. Dates to be reduced to a minimum, *First*, by diminishing the number of facts of which the time of occurrence need be memorized; *Second*, by grouping related facts together as far as possible, wherever exactness in regard to the time of their occurrence is not important, and thus making a single date

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serve for several facts. To illustrate: 1492—group around this date the facts of all the prominent discoveries, since special dates are quite immaterial.

1565, 1607, 1620—group around these three dates, the first being that of the first settlement on the continent by the Spanish; the second, the first settlement by the English; the third, the first settlement in Massachusetts, the facts of all the prominent settlements.

1789—group around this date the important facts occurring during Washington's two terms as President. So, around the date of the beginning of each administration group the important facts occurring during its continuance.

The dates required to be memorized on this plan are 1100, 1492, 1565, 1607, 1620, 1754, 1775, 1776, 1777, 1781, 1789, 1797, 1801, 1809, 1812, 1817, 1825, 1829, 1837, 1841, 1845, 1849, 1853, 1857, 1861, 1863, 1865, 1869, 1877, 1881, 1885.

Here are only 32 dates in place of the 100 or more with which the text books would encumber the memory, yet every pivotal fact is sufficiently distinguished and localized.

The new basis when formulated reads as follows:

I. A record in per cents. shall be kept by the principal of each grammar school, in a book provided for the purpose, of the daily work of the pupils of the Fifth grade throughout the year, the markings not to be made at each recitation, but in the form of weekly estimates, founded on impressions and judgment.

II. A written examination of the Fifth grade shall be had during the first half of the Summer term, on questions proposed by the Grammar School Committee, that shall be strictly limited to the range of topics which constitute the groundwork of the studies to which they pertain, according to the schedule of abridgments adopted by the Committee.

During the latter half of the Summer term, there shall be an oral examination of the same grade to test results of instruction which cannot be measured by formal written work.

III. At the request of the Grammar School Committee the principals

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shall submit to them in writing the names of any members of the Fifth grade whom they may consider unworthy of receiving a diploma, with a detailed statement of the reasons for such an opinion.

IV. The average per cents. obtained from the two examinations, as modified by the results of the principals' record of daily work, and their convictions as to fitness or unfitness, shall form the basis for the distribution of diplomas.

I may seem to have given to this subject more space than it deserves. But there is nothing which is causing school authorities more perplexity at the present time than this very question, how to provide for examinations and at the same time deprive them of power to produce injurious effects. It has been the most trying question with ourselves; and as I feel confident that we have measurably solved the problem, and freed ourselves from all further misgivings and anxieties, our process deserves a full exposition.

SCIENCE IN THE HIGH SCHOOL.

The recent organization of a department of science in the High school under a competent expert, and the radical change which has been instituted in the method of instruction,—as briefly sketched by the chairman of the High School Committee in his Report*—has effected one of the few remaining improvements necessary to render the school, I dare to say, one of the best appointed, best regulated, and best taught, among this class of institutions in the State.

All over the State are high schools which profess to give instruction in science; and in almost all, even of the highest pretensions, a lamentably unscientific and unproductive method of instruction prevails. It is the name without the reality. The method is to hear recitations on the subject from a text book, perhaps—"heaven save

*See page 19 of this book.

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the mark!"—a 14 weeks text book, then for the teacher to supplement these lessons with illustrative experiments by means of the apparatus that the school may possess.

This is merely *playing* school. Scientific instruction is worth little or nothing either for discipline or information, unless it be inductive, sending the learner to nature herself. He must be made an independent investigator, and compelled to hew his own path to the generalizations of the science on which he may be engaged. He must construct his own apparatus in the main, and perform his own experiments. When he is so favored as to enjoy that kind of instruction, he will obtain from his study an admirable mental discipline, and store up information whose accuracy and thoroughness will afford him ceaseless intellectual enjoyment and practical advantage.

I shall limit my observations to the two sciences now considered of paramount importance,—chemistry and physics. The inutility of the prevalent method of instruction in relation to physics is vastly increased whenever, as is commonly the case, it is made one of the regular studies of the youngest class. The pupils of that class, and even of the one next above it, are too young, too immature, to appreciate the true philosophy of the science and study it as it ought to be studied. In corresponding measure, the superficial contact with it which is all that the customary method of instruction affords, penetrates the faculties of the majority only skin deep, and leaves them with a vague, inaccurate smattering of knowledge; a poor amount of a very poor kind.

The evil has still another aggravation. It arises from the unwieldy size of the classes in most large schools. Physics is considered everywhere so practically important for both sexes—since its topics are intimately related to the common affairs of life with which everybody has to deal—that it is usually prescribed as an imperative study

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for all who enter the school. So it is a literal fact that in the high schools of most of our cities and larger towns, while individual teaching, necessitating classes of limited size, is an indispensable prerequisite for anything worth the name of instruction in science, there are classes in physics having 30, 40 and even 50 members, who are supposed, in fond delusion, to be penetrating the secrets of the study. Individual instruction is wholly out of the question. There is time at the recitations, from day to day, for only a fraction of the class to be called on to answer questions on the text book lesson, and thus, with greater or less smoothness and satisfaction, the travesty goes on.

I am not assuming that here in New Bedford we have been doing any better work in this regard. In what I have said I have been describing precisely our own course of procedure, up to the present school year. Physics has been a compulsory study for the Third grade (the next to the youngest) through the entire school year. The teachers of the grade did the best possible with text book recitations in their regular study rooms, and the principal performed the related experiments at stated intervals before the classes in the philosophy room. I make the statement without the least compunction, for we went along in this way for the same reason that most other school authorities are doing the same thing — because circumstances forced us upon it. We could do no better. All I am concerned to establish is, that we were not blind to the defects of the method; and this I do by calling attention to the fact that in several of my annual Reports I have fully discussed the subject and penned the same opinion which I have just expressed.

We have all along been alive to two other impressions from this method of conducting the study, which have steadily been tending to modify and clarify our convictions.

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One is that the experiments fail in good part to effect the object for which they are designed. The artistic apparatus employed produces a sense of artifice and unreality, as though it were got up for show, like the glittering paraphernalia of a necromancer. It does not lead the pupils into the bosom of nature. It does not leave the stimulating impression that the forces which create its operations are just the same that are active all around us hour by hour in the details of homely practical life. Clearly apparatus of a far simpler character is in demand.

The other impression was, that the science is out of the range of the predominating characteristics of the female mind. The girls of high schools may float easily along on the smooth surface of the superficial text-book-question-and-answer work which is current, but bring them to close quarters with the philosophy of the subject, and the majority, including many of superior ability and excellent scholarship, confess their distaste and want of power. I shall recur to this point hereafter.

When the new high school house was planned, the Board, earnest to have it replete with the appurtenances of a first class institution, not only provided for a philosophical lecture room and apparatus room, but also for a perfectly appointed chemical laboratory. Previous to coming into possession of the house, chemistry had received very little attention in the school. Afterward it was made an obligatory study during the last year of high school life; but though the laboratory furnished the best possible conveniences for inductive study, the unwieldly size of each annual class prevented making any systematic use of it in that direction, and the instruction was forced mainly upon the counterfeit method so widely in vogue.

I come now, with the greatest pleasure, to speak of the recent organization of the scientific department of the

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school, of which the chairman of the High School Committee has given a succinct account;* and if I repeat a few points of his statement, it will be for the purpose of introducing some incidental circumstances which may add to the interest and promise of the new organization.

When Prof. Hathaway was elected teacher of science it was with the explicit understanding that the obligation resting on the entire First grade to study chemistry should be rescinded, and only those should be retained as students in chemistry who were actuated by an earnest love for it and would pursue it inductively with devoted attention. The two classes of the Third grade in physics—each about 50 in number!—he proposed to carry along as already constituted, until it should be determined what changes, if any, should be made.

Under this arrangement he began his duties. The class in chemistry was reduced below 20, leaving it not too large for systematic and thorough inductive work in the laboratory, and went forward to the close of the school year so as to win from its teacher unstinted praise, and delight the High School Committee at the realization of their hopes.

But in regard to the classes in physics it was widely different. In the course of a few weeks Mr. Hathaway made a doleful report. He professed to be accomplishing nothing. The size of the classes was appalling. The boys were learning but little, the girls with a few exceptions nothing at all. It was plain that the constitution of the classes and its effects were driving this teacher, whose ideas of teaching science made him scorn all superficial, delusive pretences, into utter despair. Something must be done to rectify this offensive state of things; and Mr. Hathaway and the superintendent were posted off to gather up facts and suggestions from other schools.

Of course we went for suggestions to acknowledged

*See page 20 of this book.

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experts. Among others, we had a protracted interview with Mr. Gage of Boston, the accomplished scientist, whose text books and apparatus are so widely in demand. He was peculiarly fitted to enlighten us, for prior to his transfer to his present situation as teacher of science in the Boston Boys' High school, he had for many years occupied a similar position in the Charlestown High school, where he had mixed classes of boys and girls. The result of our conference was his emphatic declaration of the following principles, as being essential to make our scientific department a perfect organization:

1. The study of chemistry and physics *both* must be placed in the upper grades; for there is not maturity enough in the younger grades to grasp their philosophy.

2. The classes must be so small—not to exceed 20 pupils in number—that there shall be opportunity for laboratory instruction on the basis of thorough original investigation. No other kind of instruction is worth the having.

3. The classes in physics must be limited to the boys, except such girls as have a strong leaning towards the science and manifest a decided aptitude for it. The female mind, in general, is not so constituted as to apprehend its philosophy.

Mr. Gage made this last assertion with strong emphasis. He added that his long experience in teaching the study to girls justified him in speaking authoritatively. I was very glad to learn that he held such convictions, for they accorded with the belief of the New Bedford Committee, and more or less with that of the various teachers of mixed classes whom we consulted. While there were those who doubted whether the defective power of girls over the study was to be attributed to constitutional inaptitude rather than to a bias derived from the peculiarities of their domestic and social training, there were few or none who did not admit that the defect exists.

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adjusted to combine as far as possible practical usefulness with mental discipline and broad acquirements, and with appliances which the liberality of the School Board and the resources of the Howland fund have supplied," no pupil can fail of acquiring an education in the truest sense, who is not false through indifference and inattention, to his opportunities and himself.

It is a significant corroboration of the truth of the assumption that girls have a distaste for physics, that not one of the present Second class chose that study in preference to zoology.

All science is to be taught on the same intelligent plane. Mr. Bonney, the sub-master, to whom the charge of the study of zoology was assigned, has carried his classes forward armed with tray, pie-pan, forceps, scalpel, finder, teasing needles, note book, microscope, and all and sundry everything else necessary for object lessons, beginning with the rudiments of the subject and gradually developing the plan until the classes become advanced enough to take up classification. And he has enkindled in their minds an enthusiasm in the pursuit responsive to his own, which has imparted deep interest and value to his instructions.

Meanwhile, there in its protecting cases, in imposing display, stands our elaborate apparatus *unused*. It has cost more than $3000. We have been accustomed to regard it with proud satisfaction and from time to time have pleaded earnestly for its enlargement. We have pitied those poverty stricken schools which have not been able to invest an indefinite amount of funds in this expensive paraphernalia. We shall do so no longer; for we have come to realize that the degree of interest enlisted in behalf of such scientific helps is in direct proportion to the degree of ignorance of what true scientific instruction

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really needs. When high school authorities generally have established their work in science on a right foundation, the manufacturers of philosophical instruments will be driven into bankruptcy. Of course there are some important topics which can be illustrated only by means of costly instruments; but they are few. Of the remaining apparatus we have no need, for it can do no service. What once involved an outlay of many dollars is now accomplished with only a few cents. The homely, commonplace media through which the forces of nature operate in the world, found in households, fields, shops, highways and byways, supply also the appropriate media for illustration of their processes and effects.

I have spoken of our revolution in the teaching of science as the accomplishment of the one thing wanting to render the High school a model institution. I have reference only to those subjects of study about the propriety and usefulness of which there is no controversy. There is another subject, the target of violent opposition as yet, but steadily and rapidly making its way towards a final triumph, which must be added to the present curriculum, before the school will be thoroughly equipped; I mean industrial training in various forms for both sexes.

I advert to the subject, on which I have repeatedly expressed myself, only because the tenor of my remarks about the work of the school seems to call for it. When the matter was first broached and began to claim attention, I studied it with the most thoughtful consideration, and arrived at the conclusion not only that hand training is a positive form of mind training, and perfectly consistent with the purposes of public schools, but also that the demand for it to be attached to the work of those schools was the voice of American society urging its needs, and that there would finally be a pressure of public opinion which would make

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its introduction inevitable. That time is fast approaching.

The New Bedford School Committee I believe to be too wisely progressive to need to be driven to adopt a needful measure under whip and spur. But at present no method seems to open by which the change can be conveniently effected with any class of the schools. For I should discountenance any such partial experimental arrangement as is in progress in Boston and elsewhere, whereby membership of the industrial school is made the reward of superior scholarship and is limited to a comparative few. It is the poorer scholars probably who will need trained muscles in their maturity, rather than the better ones,—the indiscriminate mass rather than the selected few. Let all, therefore, of proper age and position have the advantage, or none. Others have brought the tentative experiment to a sufficiently successful issue to satisfy any reasonable mind. No more experiments, then, but the broad reality.

It is a grateful fact that Mr. Huling, the new principal of the High school, adds to his rare qualities as a man and a teacher, a wholesome abhorrence of traditional routine, and through his lively interest and unsparing effort, has greatly aided in effecting those changes in the organization of the school which have contributed so largely to its efficiency.

BASIS OF ADMISSION TO THE HIGH SCHOOL.

The mutations which have taken place of late years in the basis of admission to the High school illustrate the readiness of the Board to make an experiment, whenever an untried principle or method in education promises fruitful results, or whenever the superiority of one or the other of rival principles or methods can be determined only by experiment. There is no tame spirit of hesitancy to dis-

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turb what exists, on the hackneyed conservative plea that "it is best to let well enough alone."

The old-fashioned method of admitting candidates to the High school by means of a stringent written examination to be determined by an arbitrary standard of per cents., with its harassing and trammelling influence over the instruction of the candidate classes during their previous year's work in the grammar schools, was done away with long ago. In its stead a basis of admission was adopted in the following terms:

A written examination of the first grade in the grammar schools shall be carefully had from written questions, at the end of each term, upon the studies of the term immediately preceding, and the result shall be recorded in a book to be kept for that purpose.

The principal of each grammar school, when called on, shall submit to the High School Committee a list of his first grade, divided into three sections; *the first*, embracing the names of those whom he considers unqualifiedly fit to be advanced into the High school; *the second*, the names of those who, he thinks, would better be advanced, but who have some disqualification, and the nature of the disqualification shall be stated; *the third*, the names of those whom he considers unqualifiedly unfit for the High school. He shall attach to each name the average percentage obtained by its owner from the written examinations before described.

On or near the last week of the Summer term, the High School Committee and the superintendent shall together make an oral examination of the candidate classes, that shall be both general and specific in character, and cover the whole ground of the preparatory studies, and shall carefully mark each scholar's recitations. The average per cent. shall be obtained from these two forms of examination, and from this basis, modified as far as they may deem it expedient by the statement of the principal already provided for, the High School Committee shall prepare a list of names to be recommended to the General Committee for admission to the High school.

Let it be confessed that the governing motive of this basis was the purpose to trust implicitly the teacher's recommendations; and the provision for an oral examination was a sort of subterfuge to shield the teachers from charges of favoritism. And it is in point to state

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that in not a solitary instance was this trust abused or found at fault.

But at length this substitute was called in question. The judgment of the principals of the grammar schools as to the fitness of candidates, counted as a disqualification such a degree of mental inferiority or of the absence of scholarly attributes as clearly evinced that admission to the High school would prove of very little benefit to the individuals concerned, while it would largely increase the cares and labors of the teachers and surely lower the standard of scholarship in the school.

In opposition to this discrimination it was argued that no defects of intellect, energy or temper should influence school authorities to bar out a child from any school for which, in regular progress, he is a candidate. Every parent has a moral and legal claim that his child, gifted or ungifted, shall have a fair chance at the existing opportunities to acquire a complete education. If he neglects or misuses them the worst is his own. Why not apply the same rule of *promotion in mass* which is so successful in reference to the lower grades? On what ground is a great gulf supposed to exist between a grammar school and the High school, so that a formidable ordeal must be undergone before it can be crossed? Are not the studies of the curriculum uniformly progressive from the elementary work of the lowest primary grade to the graduating class in the High school, thirteen annual removes in advance? Are not these studies imposed on the pupils throughout the course, one after another, on the common basis of maturity sufficient to attack them intelligently? Is not the division of the grades into several departments—primary, grammar, high—actually an arrangement purely for convenience of administration?

Here was an argument with a basis of positive truth and it seemed worth the while to defer to it. So the examina-

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tions were thenceforth abolished, and all the candidates admitted without question, except in cases of extreme unworthiness.

The result of this course of procedure has been clearly depicted in the Report on the High school.* I will not repeat the tale. It is painful, but the experiment has been a wholesome one. It has settled a question that might otherwise have risen into perplexing prominence from time to time.

For myself I have uniformly felt that there is truly a gulf between the grammar school and the High school, such as is found in no other connection. There are three recognized stages of mental development, as is well known —the "perceptive," the "conceptive" and the "reasoning." These supervene very gradually one upon another in the normal order of development, so that there is really no period in a child's progress to maturity at which a marked change occurs in the characteristics of his mental action. And this is as true of his passage from the conceptive to the reasoning stage, as from the perceptive to the conceptive. The youth who enter the High school in September possess pretty much the same powers as when they graduated from the grammar schools in June.

But the methods of study in the High school are so different from those prevailing in the grammar schools as to define quite distinctly the passage of the mind from the conceptive to the reasoning stage. The work of the High school presupposes the attainment of mature capacity and makes demands accordingly, and it is idle for those who cannot comply with its demands to undertake its work. As the chairman of the High School Committee has reasoned, some adequate preparation, some positive qualifications, some degree of mental fitness, should be required. These three classes of minds, the essentially weak, the

*See page 14 of this book.

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constitutionally void of interest in what may be termed distinctively "book-learning," and the doggedly averse to intellectual labor, are out of place in such a school. It is supremely foolish to insist on an abstract right in the face of manifest disadvantage. Not only are such youth gaining nothing from their school privileges, but they are correspondingly losing precious time, during which they might be fitting themselves for some practical occupation.

It is well, as I have said, that a trial has been made of both ways of solving the problem, to such an extent as to exemplify which is the right, and make the method finally adopted permanent.

The new regulation, however, is not a literal reproduction of that which was formerly in force. The conditions have been abridged and simplified. It is in some respects identical with that adopted by the Grammar School Committee as a basis for the distribution of diplomas, and reads as follows:

I. A record in per cents. shall be kept by the principal of each grammar school, in a book provided for the purpose, of the daily work of the pupils of the Fifth grade throughout the year, the markings not to be made at each recitation, but in the form of a weekly estimate, founded on impressions and judgment.

II. The principal of each grammar school, when called on, shall submit to the High School Committee a list of his first class, divided into three sections; *the first*, embracing the names of those whom he considers unqualifiedly fit to be advanced into the High school; *the second*, the names of those who, he thinks, had better be advanced, but who have some disqualification, and the nature of the disqualification shall be stated; *the third*, the names of those whom he considers unqualifiedly unfit for the High school. He shall attach to each name the average percentage obtained by its owner from the record of daily work before described.

III. The average per cent. obtained by the Grammar School Committee from their examinations for the distribution of diplomas will be accepted by the High School Committee, and from this basis, modified as far as they may deem expedient by the returns and statements of the principals already provided for, admissions shall be made to the High school.

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Thus test examinations interfering with the regular work and *morale* of the schools are reduced to a minimum.

PHYSIOLOGY AND HYGIENE IN THE PUBLIC SCHOOLS.

Neither of the chairmen of the departments in his Report—the subject not coming within the specific range of duty of any one—has explained the attitude of the Board in reference to the teaching of physiology in the schools, with express reference to the effect of alcohol and narcotics on the human frame. There has been only a casual reference in one or two of the Reports to the adoption of a certain text book on the subject. I feel that the Board would be exposed to unjust suspicion of indifference, if not of intentional neglect, were my own Report silent also, and I am happy to give the subject due consideration.

From the first the members of the Board have heartily responded to the interest which the "Women's Christian Temperance Union" has manifested to have the evil effects of indulgence in alcohol and narcotics impressed on the minds and hearts of the children of the land. They have felt with lively sympathy in the movement, that the hearts of the children are the most promising ground in which the seed can be sown of a reform of social evils which threaten fatally to pollute the moral condition of society, and are the occasion of vast public expenditure and untold miseries. They have been ready to acknowledge that school authorities, themselves among them, have not been alive to what might be accomplished in this direction, and have received with a spirit of submissive deference the commands of the legislature what to do.

But they have not been stirred by a temporary impulse of feeling, responsive to the popular excitement, to plunge

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hastily into action which they might afterwards regret. They have reflected that this is not the question of a day nor of a year—to be suddenly provided for, with the expectation of as sudden an abandonment; but that a permanent leverage is to be established in the schools against the evils of intemperance, which must therefore have the conditions of permanence. It is in this connection that they see reason to doubt the wisdom of some details of the Massachusetts Educational Temperance Law.

It demands that physiology, with express reference to the effects of alcohol and narcotics on the human system, shall be taught by means of text books as a regular branch of study, to all pupils in all schools; and this, as interpreted by the enthusiastic originators of this legislation, means an immediate placing of text books on the subject in every class. They seem to regard the pupils in the public schools as a vast aggregate of youth none of whom are receiving the precious instruction that is expected to accomplish such exceeding good; to reflect that they will all hereafter have the same dreadful temptations and should all be plied with the same counteracting influences; and therefore every class of every school should be immediately started in temperance class book work.

But the children are not to be turned out upon the world after this present year's schooling. They are to have a progressive school course. Those in the primary department will in due time be members of the grammar department, and so forward. And have those who are so persistently urging to have text book work begun and continued in every grade reflected what such a course means and what would come of it? Have they foreseen that it would result in a monotonous and repulsive repetition of the same exercise from grade to grade, than which nothing could be devised better calculated to destroy all sensibility to the very object had in view? If this were a cumu-

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lative study, like reading, or geography, where successive reproductions in higher grades means a corresponding enlargement of the field of observation and intelligence, it would be another thing. But it is emphatically otherwise. The enlargement in the case in question can be only in the direction of a wider range of scientific physiology,—and that is precisely what we do not want. Physiology, *as such*, has been tried in our grammar schools again and again, and finally and permanently rejected as unfitted, save to a very limited extent, to the immature minds of their pupils. The relations of temperance to physiology, so far as children have any concern with them, are quite limited. When they have once been taught, the field of instruction has been exhausted; and persistent repetition, instead of deepening salutary impressions, would blunt and erase them. Every practical teacher knows that.

But I have not discussed the most important aspect of the subject. Text book instruction has been demanded, corresponding in kind and extent to that given to arithmetic, geography, etc., just as though the desired results were to be reached through the same mental processes which are at work in regard to them. But how wrong such an expectation is! The ordinary studies of the schools are matters of cold intellectual attention, and the direct fruits are purely intellectual; but the vital object of temperance instruction centres not in the *intellect* but the *affections*. It contemplates bringing THE WILL into an attitude of resolute determination against pernicious indulgences. And this places it entirely apart from all the ordinary school exercises. Formal text book study will not accomplish this great end—no, not though the books present the damaging effects of indulgence in the most vivid as well as lucid manner; especially if it be repeated in the same or equivalent forms. There must be a heart behind the text books uttering itself in the accents of in-

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tense conviction and sympathy to waiting hearts, or their warnings will be of little avail. The confidence placed by the ardent friends of educational temperance on text book instruction is in good part, I am sorry to say, a fond delusion.

How emphatically this truth is exemplified when we consider the influence of the Gospel over the lives of mankind. There are countries in which "Religion" is part of the public school course of study. It engrosses one or two hours of every day of every year. The children are brought face to face with the laws of God as embodied in the Bible and in the ritual of the church. And where are there plainer warnings against all excess than in the Gospel? Where are there more persuasive invitations to holiness of life as the all in all? Yet in some of those very countries in which there is so much time devoted to the study of religion, Protestant as well as Catholic, there is the greatest comparative sensual indulgence by the masses of the people. It is such forceful examples that have led me earnestly to oppose the views of those who would introduce express religious instruction into our public schools. It is the teacher's personal soul-life alone that can kindle the spark of corresponding life in the souls of her youthful charge.

We arrive at the conclusion then, that when there has been sufficient text book instruction to make known the relation between physiology and temperance, the further treatment of the subject must be left to the teachers, in the feeling that repetitive text book work will destroy the very object at which we aim; and we indulge the hope that they will be so ceaselessly inspired by its surpassing importance and a sense of their personal responsibility, that none shall find occasion to accuse them of inattention and neglect.

In what I have said I have freely expressed my personal views, not attempting to interpret closely the convictions of the Board. Yet I think I have not gone far astray from

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them. Waiting long for the publication of books on the subject which they were willing to place in the schools, the Board have at length adopted the "Health Primer," an admirable little work, which is to be read in the upper grade of the primary schools and the lowest grade in the grammar schools. And as there has for some time been a text book on physiology with its temperance connections in the Fifth or upper grade of the grammar schools, no other books have been adopted. The Committee on Grammar Schools have approved for the present of the custom of the principals to have a serious talk on the subject with each of their grades, after the opening morning exercises, once a week. If these talks be full of spirit, and enforced from time to time with fresh illustrations drawn from the passing life of the world, which supplies such a harrowing multitude of them, it cannot be but that good seed will be planted whose fruits will follow the youth from the school room into active life.

DRAWING.

The system of elementary drawing, combining book and object, perfected by Messrs. Prang & Co., of Boston, has been placed in the primary department and is in successful operation. The means for the purchase of geometric figures and models which illustrate the system were readily granted by the Committee on the Howland Fund, and I have the utmost confidence that the high expectations which we have centered on this new method will be amply satisfied.

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TRUANT OFFICER'S REPORT.

The truant officer, Mr. Nathan L. Paine, has made the following statistical Report of his operations during the past year:

Number of families visited,	425
Number of truants arrested and sent to Truant school,	12
Number of children personally interviewed.	1,405
Number put on probation,	6
Number at present in the Truant school,	12

There is comparatively little truancy in New Bedford, which is owing, in good part, to the prompt efficiency of our truant officer. Every case submitted to him by the teachers is attended to before it gets cold, and the boys have learned so universally that the way of the transgressor is hard, that few venture to violate the rules.

In performing his duties in relation to the children at work in the mills, Mr. Paine is equally prompt and efficient. In regard to compelling the return of girls to school after a term of service in the mills, he is helpless, as we have no mode of punishment for default—no truant school sentence which can be held up as its inevitable consequence.

The combination of good sense, firmness and warm affections in his character is conspicuous in his treatment of those cases in which degrading home influences are more to blame for the neglect of school than the evil disposition of the offenders, and angry passions have to be encountered and allayed.

Respectfully submitted.

HENRY F. HARRINGTON.

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LIST OF TEACHERS AND THEIR SALARIES.

FEBRUARY 1, 1887.

HIGH SCHOOL,	Ray Greene Huling,	$2,500
	Charles T. Bonney, Jr.,	1,600
	Charles R. Allen,	1,100
	Sarah D. Ottiwell,	800
	Lizzie P. Briggs,	800
	Lydia J. Cranston,	800
	Mary E. Austin,	800
	Lucretia N. Smith,	800
	Carrie E. Hatch,	700
	Emma H. Wheeler,	600

GRAMMAR SCHOOLS.

FIFTH STREET,	Allen F. Wood,	1,700
	Mary A. Kane,	550
	Sarah A. Carr,	550
	Sarah E. Stoddard,	550
	Mary E. Allen,	550
	Lydia Macreading,	550
	Emma J. Ashley,	550
	Lizzie Brightman,	550
	Kate N. Lapham,	550
	Jeannette Hunter,	550
	Helen L. Hadley,	550
	Helena Kennedy,	425

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THOMPSON STREET,	George Rugg,	$900
	Mary A. Macy,	550
	Abby F. Sullivan,	550
	Sarah W. Almy,	550
	Helen C. Allen,	475
	Annie O'Connor,	475
	Helen J. Kirke,	475
MIDDLE STREET,	George H. Tripp,	1,700
	Catherine Commerford,	550
	Mary R. Hinckley,	550
	Hannah C. Arey,	550
	Clara Vincent,	550
	Agnes J. Dunlap,	550
	Hattie Hart,	550
	Mabel Cleveland,	550
	Mary G. Bonney,	475
	Lucy B. Fish,	475
	Maria B. Clarke,	425
PARKER STREET,	Charles E. E. Mosher,	1,700
	Eliza J. D. Shepherd,	550
	Martha A. Hemmenway,	550
	Helen M. Gordon,	550
	Mary A. Codding,	550
	Sarah L. Spare,	550
	S. Flora Spare,	550
	Anna L. Jennings,	550
	Emma Shaw,	550
	Anna Braley,	550
	Emma A. McAfee,	500
	Josephine Almy,	500
	Emma C. Nash,	500

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PRIMARY SCHOOLS.

LINDEN STREET,	Elizabeth P. Spooner,	$550
	Lucy S. Leach,	475
	Isabella Luscomb,	475
	Mary E. Sturtevant,	475
MERRIMAC STREET,	Sarah H. Hewins,	550
	Addie West,	475
	Isadora Foster,	475
	Hattie S. Damon,	375
MAXFIELD STREET,	Mary B. White,	550
	Sarah E. Field,	475
	Annie E. Pearce,	475
	Bessie Nash,	425
CEDAR STREET,	Annie S. Homer,	550
	Abby D. Whitney,	475
	Emma B. Allen,	450
	Willetta B. Nickerson,	425
	Annie L. Edwards,	400
KEMPTON STREET,	Eleanor Commerford,	550
	Bessie P. Peirce,	475
	Kate Cleary,	475
	Ida G. Howard,	450
FOURTH STREET,	Sarah H. Cranston,	550
	Sarah E. Sears,	475
	Eliza H. Sanford,	475
	Nancy H. Brooks,	475
	Clara B. Watson,	475

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DARTMOUTH STREET,	Isadore F. Eldridge,	$550
	M. Eva Schwall,	475
	Sarah H. Kelley,	475
	Annie Carpenter,	475
WILLIAM STREET,	Abby F. Bryant,	550
	Amelia Lincoln,	475
	Mary J. Graham,	475
	Clara C. M. Gage,	400
ARNOLD STREET,	Susan M. Tompkins,	575
GROVE,	Jane C. Thompson,	550
	Sarah E. Tuell,	475
	Hattie Finlan,	475
	Nellie Davis,	475
	Mary Barstow, per week,	8
ACUSHNET AVENUE,	Jane E. Gilmore,	550
	Sarah E. Kirwin,	475
	Mary J. Eldridge,	475
	Minnie E. McAfee,	475
	Susie Lucas,	475
	Marianna Richmond,	475
	Carrie E. Pitman, per week,	8
CEDAR GROVE ST.,	Lucy F. Clarke,	550
	Emily A. Delano,	400
	Carrie Shaw,	400
	Flora Estes,	400

COUNTRY SCHOOLS.

ACUSHNET,	Charlotte C. Carr,	700
	Mary F. Sylvia,	500
	Selene E. Sherman,	325

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ROCKDALE,	Alice L. Tripp,	$450
CANNONVILLE,	Jennie S. King,	500
	May L. Petty,	450
CLARK'S POINT,	Lillie B. Allen,	500
	Annie L. Macreading, per wk.,	8
NORTH,	Mary Ashley,	475
PLAINVILLE,	Ruth A. Allen,	350

MILL SCHOOLS.

		Per week.
NORTH MILL SCHOOL,	Emma R. Wentworth,	$15.50
	Annie P. Underwood,	12.00
CENT'L MILL SCHOOL,	Lucy J. Remington,	14.00

	Per year.
Arthur Cumming, teacher of Drawing,	$1,650
Fred. L. Diman, teacher of Music,	1,400

SEWING TEACHERS.

Carrie Richmond,	500
Eliza Smalley,	200
Gertrude Leonard,	200

EVENING SCHOOLS.

		Per week.
SOUTH SCHOOL,	Oliver W. Cobb,	$11.00
	Mrs. S. C. Whelden,	8.00
	Joseph P. Kennedy,	7.00
	Mrs. Kate Johnson,	7.00
	Chella Carpenter,	6.50
	Carrie S. Silva,	6.00
	Nellie Eldridge,	6.00

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		Per week.
CENTRAL SCHOOL,	Mrs. S. W. Wilde,	$10.00
	Cora Cleveland,	7.00
	Kate Sweet,	6.00
NORTH SCHOOL,	Robert F. Raymond,	11.00
	Nathaniel W. Gifford,	8.00
	Clara Harris,	7.00
	Eloise A. Hafford,	7.00
	Lillie C. Tillinghast,	6.00
	Lizzie E. Omey,	6.00
	Sadie L. Tallman,	6.00
	Mrs. Ruby M. Tripp,	6.00
	Grace H. Potter,	6.00
	Abby R. Johnson,	5.00
	Annie G. Brawley,	5.00

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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

For the Year 1887.

NEW BEDFORD:
E. ANTHONY & SONS, CITY PRINTERS.
1888.

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Supt. of Schools.

Annual Report

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REPORT.

By direction of the School Committee, I submit to our fellow-citizens the following Report for the year 1887.

STATISTICS OF THE SCHOOLS.

I. POPULATION.

The population of the city (census of 1885) was	33,393
School census, May, 1883, (children between 5 and 15 years of age,)	5,131

The whole number of different pupils enrolled during the year has been 5050. The attendance during the term has been 4492, against 4586 last year. Sickness has largely influenced the enrollment and attendance during the past term, consequently the averages will not compare favorably with former years.

II. SCHOOLS.

High,	1
Grammar,	4
Primary,	13
Country,	6
Mill,	2
Farm,	1
Total,	27

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III. SCHOOL BUILDINGS.

Number of buildings owned by the city,	25

ROOMS USED FOR SCHOOL PURPOSES.

High,	15
Grammar,	41
Primary,	54
Country,	10
Mill,	3
Drawing,	1
Farm,	1
Total,	125

IV. TEACHERS.

High school,	10
Grammar schools,	40
Primary schools,	56
Mill schools,	3
Country schools,	10
Evening schools,	24
Farm school,	1
Special teachers,	8
Total,	152

V. PUPILS. (FALL TERM, 1887.)

WHOLE NUMBER OF ALL AGES IN

	GIRLS.	BOYS.	AGGREGATES.
High school,	233	131	364
Grammar schools,	795	775	1,570
Primary schools,	1,053	1,098	2,151
Country schools,	150	155	305
Mill schools,			90
Farm school,			12
Total,			4,492

Against a total of 4586 last year.

NUMBER OVER FIFTEEN YEARS OF AGE.

High school,	515
Fifth street school,	26
Middle street school,	23

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Parker street school,	31
Acushnet avenue school,	1
Acushnet school,	2
Plainville school,	3
Rockdale school,	1
North school,	2
Mill school,	2
Total,	406

Number under five years of age, none.

INCREASE OR DECREASE IN THE SEVERAL DEPARTMENTS.

High school, (increase,)	16	
Grammar schools, (decrease,)		12
Primary schools, (decrease,)		21
Country schools, (increase,)	9	
Mill schools, (decrease,)		80
Farm school, (decrease,)		6
	25	119

Aggregate decrease, 94.

AVERAGE NUMBER BELONGING.

High school,	351
Mill schools,	90
Grammar schools:	
Fifth street,	432
Middle street,	367
Parker street,	491
Thompson street,	157
Total for grammar schools,	1,447

Against a total of 1424 last year.

Primary schools:	
Acushnet avenue,	236
Arnold street,	28
Cedar street,	180
Cedar Grove street,	116
Dartmouth street.	128
Fourth street,	187
Grove,	162
Kempton street,	159
Linden street,	99

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Merrimac street,	90
Maxfield street,	125
Thompson street,	179
William street,	149
Total for primary schools,	1,838

Against a total of 1872 last year.

Country schools:

Acushnet,	83
North,	28
Rockdale,	37
Plainville,	21
Cannonville,	83
Clark's Point,	16
Total for country schools,	268

Against a total of 244 last year.

AVERAGE ATTENDANCE.

High school,	337
Mill schools,	47

Grammar schools:

Fifth street,	415
Middle street,	348
Parker street,	462
Thompson street,	149
Total for grammar schools,	1,374

Against 1338 last year.

Primary schools:

Acushnet avenue,	221
Arnold street,	27
Cedar street,	167
Cedar Grove street,	106
Dartmouth street,	121
Fourth street,	173
Grove,	149
Kempton street,	148
Linden street,	92
Merrimac street,	84
Maxfield street,	117

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Thompson street.	160
William street,	136
Total for primary schools,	1,701

Against 1748 last year.

Country schools:

Acushnet,	79
Cannonville,	75
Clark's Point,	9
North,	27
Plainville,	19
Rockdale,	32
Total for country schools,	241

Against 219 last year.

PER CENT. OF ATTENDANCE.

High school,	.96
Grammar schools,	.95
Primary schools,	.92
Country schools,	.84

REGULARITY OF ATTENDANCE.

Whole number of Absences and Tardinesses (Half-Days) during the Fall Term, Thirteen weeks in Length, in the

	ABSENCES.	TARDINESSES.
High school,	[days,] 872	216
Grammar schools:		
Fifth street,	2,146	339
Middle street,	2,202	227
Parker street,	3,474	581
Thompson street,	1,075	128
Primary schools:		
Acushnet avenue,	1,490	171
Arnold street,	122	27
Cedar street,	1,463	78
Cedar Grove street,	1,105	58
Dartmouth street,	830	111
Fourth street,	1,499	221
Grove,	1,593	289
Kempton street,	1.333	146

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Linden street,	888	121
Merrimac street,	681	59
Maxfield street,	979	159
Thompson street,	2,146	253
William street,	1,524	223
Country schools:		
Acushnet,	626	72
Cannonville,	956	194
Clark's Point,	286	53
North,	142	13
Plainville,	462	95
Rockdale,	686	39

THE GRADED SCHOOLS.

Number in the several Grades.

High school:	
Post graduates,	11
First grade,	55
Second grade,	73
Third grade,	97
Fourth grade,	128
Grammar schools:	
Fifth grade,	176
Sixth grade,	266
Seventh grade,	340
Eighth grade,	353
Ninth grade,	435
Primary schools:	
Tenth grade,	480
Eleventh grade,	476
Twelfth grade,	524
Thirteenth grade,	671

COST OF INSTRUCTION PER SCHOLAR.

The statistics of this table, in conformity to the statute, include hire of teachers, fuel, care of school-houses, books furnished by the city, and supplies in general, except those from the income of the Howland fund. The basis

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of computation is the average number belonging to each school. The term "care of school-houses" includes only the salaries of janitors.

The cost of maintenance of each scholar in the High school for the year has been	$39.72
Grammar schools:	
Fifth street,	23.91
Middle street,	24.08
Parker street,	21.92
Thompson street,	21.71
Primary schools:	
Acushnet avenue,	17.24
Arnold street,	25.22
Cedar street,	17.62
Cedar Grove street,	21.25
Dartmouth street,	19.80
Fourth street,	16.69
Grove,	17.24
Kempton street,	15.76
Linden street,	25.01
Merrimac street,	27.27
Maxfield street,	21.64
Thompson street,	14.33
William street,	16.45
Country schools:	
Acushnet,	23.06
Cannonville,	14.89
Clark's Point,	44.68
North,	22.48
Plainville,	22.60
Rockdale,	15.77
The average cost of maintenance of a grammar scholar has been	$22.90
Primary scholar,	19.65
Of a scholar in a country school,	23.91
Of a scholar in the Mill school,	31.24

No just comparisons can be instituted, based on this table, as to the degree of economy exercised in the different schools; the circumstances of the various schools are

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so different. Some schools have a much smaller number of scholars to a teacher than others, and this circumstance greatly increases the comparative cost per scholar. Still again, the methods of heating some of the school-houses involve a much greater expense for fuel and oversight than is the case with others, with similar results as to the comparative cost.

Respectfully submitted.

ISAAC B. TOMPKINS, JR.,
Secretary.

EXPENDITURES.

The Committee on Expenditures herewith submit their Report for the year 1887, as follows:

RECEIPTS.

From annual and special appropriations:		
For Teachers' salaries,	$75,475.00	
Incidentals, (including text-books,)	23,500.00	
Repairs of school buildings,	4,000.00	
	$102,975.00	
Dog fund,	1,079.51	$104,054.51

PAYMENTS.

For Teachers' salaries,	$75,473.10	
Incidentals, (including text-books,)	23,473.73	
Repairs of school buildings,	3,750.93	
Rent of superintendent's office, pay of janitor for same, school furniture and rifles for High school,	1,079.51	103,777.27
Balance unexpended,		$277.24

The sum of $277.18 has been received during the year from non-resident pupils and paid to the City Treasurer, who has placed the same to the credit of unappropriated funds.

For the committee.

WM. H. MATHEWS, Chairman.

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REPORT OF THE COMMITTEE ON THE SYLVIA ANN HOWLAND EDUCATIONAL FUND.

Balance on hand, Jan. 1, 1887,	$799.89
Interest for the year 1887,	3,000.00
Making a total credit of	$3,799.89
Expenditures for the year 1887,	3,039.69
Leaving a balance on hand, Jan. 1, 1888, of	$760.20

The number of books for supplementary reading and reference furnished the several schools during the year 1887, with the aggregate cost of the same, is as follows:

	No. of Copies.	Cost.
Acushnet avenue school,	255	$82.56
Arnold street "		
Acushnet "	2	1.65
Cedar Grove street "	103	30.05
Cannonville "	2	1.65
Cedar street "	58	22.30
Clark's Point "	5	19.65
Dartmouth street "	75	20.05
Fifth street "	90	50.60
Fourth street "	138	45.55
Grove "	93	33.55
High "	334	203.00
Kempton street "	3	2.05
Linden street "	95	26.19
Middle street "	209	126.57
Maxfield street "	45	14.65
Merrimac street "	124	37.39
Mill, north "	16	4.90
Mill, south "	13	5.44
North "	61	30.00
Parker street "	30	15.00
Rockdale "	18	7.65
Thompson street "	532	226.59
William street "	140	46.45
	2441	$1,053.49

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The number of books on hand in the several schools, Dec. 31, 1887, supplied from the income, is as follows:

Acushnet avenue school,		2,454
Arnold street	"	251
Acushnet	"	549
Cedar Grove street	"	736
Cedar street	"	1,043
Cannonville	"	250
Clark's Point	"	127
Dartmouth street	"	809
Fifth street	"	3,670
Fourth street	"	1,167
Grove	"	665
High	"	5,035
Kempton street	"	792
Linden street	"	752
Middle street	"	2,824
Maxfield street	"	776
Merrimac street	"	989
Mill, north	"	766
Mill, south	"	39
North	"	185
Parker street	"	3,323
Rockdale	"	238
Thompson street	"	1,024
William street	"	759
Total,		29,223

The committee, during the past year, has responded generously to the requests of the teachers for supplementary reading and other aids in teaching. Besides the usual supply of books, a new Chickering grand piano for the High school, and two organs, one each for the Parker Street Grammar school and the Cedar Street Primary school, have been purchased. These, together with the philosophical, chemical, object and miscellaneous supplies, constitute the disbursements for the year.

That the income of the fund is sufficient to meet the ordinary and reasonable demands of the schools is, we think, evident. The committee, therefore, has not hesi-

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tated to recommend appropriations for all objects, requested by the teachers, which seemed desirable as auxiliaries to the prescribed studies.

On the recommendation of the Truant School Committee, the Board this year (1887) voted to discontinue the industrial training instituted in the Truant school about two years ago, because the results attained did not warrant the expense incurred.

The abandonment of the study will not, we trust, abate the interest in this feature of school work heretofore manifested by the members of the Board. The failure to attain the success confidently expected does not, in our opinion, reflect in the least on the usefulness and practicability of the measure. The selection of this school for the experiment, was, perhaps, unfortunate; had it been tried elsewhere, better results would undoubtedly have been realized. Our faith in the propriety of associating manual and mental training in the public schools still abides. To the equipment of an experimental school a portion of the income of the Howland fund could very properly be applied, but we fear the fruition of our hopes in this direction is not near.

Our schools are now overloaded with studies; too many things are taught, too many things are indifferently learned, and to introduce additional burdens would, very justly, deserve censure. No, ere the consummation of our hopes can be realized, the pruning knife must be freely used; the curriculum of our schools must be changed; useless details must be lopped off; school garbage must be swept away.

In submitting this Report, your committee has no desire or intent to criticise the *regime* of the schools. Its aim has been simply to give expression to its views as to what special object, other than those now recognized, is

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best suited to receive aid from the income of the Howland fund.

For the committee.

J. HOWLAND, JR., Chairman.

DETAILED STATEMENT

OF THE OUTLAY BY THE SCHOOL COMMITTEE FROM THE INCOME OF THE SYLVIA ANN HOWLAND FUND, FROM JANUARY 1, 1887, TO JANUARY 1, 1888.

BOOKS AND PERIODICALS.

Ambrose, F. M.,	$11.67	
Appleton, D. & Co.,	8.00	
Boston School Supply Co.,	153.94	
Butler, E. H. & Co.,	6.67	
Cowperthwait & Co.,	24.00	
Educational Publishing Co.,	24.75	
Ginn & Company,	201.80	
Hutchinson, H. S. & Co.,	166.71	
Houghton, Mifflin & Co.,	65.50	
Hume, Harrison,	29.63	
Heath, D. C. & Co.,	27.08	
Harrington, H. F.,	5.00	
Kellogg, E. L. & Co.,	15.75	
Knowlton, D. H. & Co.,	4.40	
Lawton, James M. Jr.,	27.93	
Mason, Perry & Co.,	43.06	
Martin, Garrison & Co.,	18.00	
MacCoun, Townsend,	4.80	
Prang Educational Co.,	12.00	
Stockin, A. C.,	68.98	
Schoenhof, Carl,	19.21	
Whiting, Chas. H.,	29.38	
Ware, Wm. & Co.,	12.50	
Washburn, F. A.,	5.00	$985.76

MUSIC DEPARTMENT.

Boden, E. Jr., organ,	$75.00	
Eaton, J. Jr., expenses selecting piano,	13.50	
Lawton, James M. Jr., Chickering piano,	688.00	
Mathews, Wm. H., expenses selecting piano,	10.60	
Peirce, Geo., care of pianos and organs, and 1 organ,	351.25	
Silver, Rogers & Co., singing books,	117.17	1,255.52

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APPARATUS.

Gage, Alfred P., philosophical apparatus,	$14.50	
Greeley, E. S. & Co., chemical apparatus,	2.34	
Hadley, Frank R., plates,	4.40	
Queen, Jas. W. & Co., excelsior lantern,	54.00	
Ritchie, E. S. & Sons, apparatus,	34.92	
Sawyer, Stephen P., one set copper measures,	4.00	
Silver, Rogers & Co., fraction boxes,	20.00	
Sullings, Kingman & Co., five pairs scissors,	2.35	
Whiting, E. B. & Co., sheet,	1.25	137.76

BINDING.

Kane, D. J. & Bro.,		37.75

SEWING DEPARTMENT.

Anthony, E. & Sons, advertising exhibition,	$2.50	
Bliss & Nye, sewing basket,	2.75	
Kirby, Wm. A., use of tables,	3.90	
Knowles, Joseph F., cotton cloth,	2.61	
Mercury Publishing Co., advertising exhibition,	2.50	
Paine, N. L., services at exhibition,	8.00	
Piper, A. D., services at exhibition,	2.00	
Whiting, E. B. & Co., sewing materials,	5.05	29.31

PRIMARY DEPARTMENT.

Interstate Publishing Co., pictures,	$5.00	
Lothrop, D. & Co., pictures,	5.00	
Mercury Publishing Co., reward cards,	7.00	
Perry, Geo. S., object supplies,	255.44	
Paine, N. L., delivering supplies,	1.25	
Russell, David J., blackboard,	2.34	276.03

MISCELLANEOUS.

Appleton, D. & Co., charts,	$25.40	
Almy & Hitch, labor on maps,	4.50	
Allen's Express Co., express,	2.60	
Anthony, E. & Sons, Standard,	6.00	
Boston School Supply Co., maps,	33.75	
Cyclostyle Co., cyclostyles and paper,	30.00	
Dews, Edwin, covering paper,	2.17	
Fowler, B. A., anatomical study,	35.00	
Gammons, Lottie M., covering books, &c.,	21.05	
Gray, Chas. A., freight and carting,	4.20	
Heath, D. C. & Co., outline maps and charts,	20.87	

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Hatch & Co., express,	15.10	
Hutchinson, H. S. & Co., book paper and cutting,	4.43	
Merrick, Emma J., covering books,	15.55	
Perry, Geo. S., covering paper, &c.,	43.20	
Paine, Nathan L., delivering books,	6.00	
Richards, Geo. D., measures and yard-sticks,	2.00	
Sherman, Annie, covering books,	12.90	
Sherman, Ruth S., covering books,	11.60	
Topham, R. R., marking books,	1.75	
Whiting, Chas. H., reading chart,	3.34	
Wing, Charles F., curtain fixtures, &c.,	3.65	
White, James T. & Co., manikin,	12.50	317.56
		$3,039.69

TEXT-BOOKS.

The amount appropriated for the purchase of books and supplies for the past year was $3500.

The cost of books and supplies furnished the several schools in detail is as follows:

	Books.	Supplies.	Total.
High school,	$116.79	$315.52	$432.31
Fifth street "	241.23	261.53	502.76
Middle street "	241.83	183.47	425.30
Parker street "	503.14	249.70	752.84
Thompson street "	60.30	120.45	180.75
Linden street "	13.95	15.70	29.65
Merrimac street "	8.50	17.25	25.75
Maxfield street "	9.75	22.86	32.61
Cedar street "	10.50	21.72	32.22
Acushnet avenue "	11.97	60.09	72.06
Kempton street "	21.84	16.91	38.75
William street "	17.65	13.18	30.83
Fourth street "	14.75	22.99	37.74
Dartmouth street "	17.60	30.89	48.49
Grove "	11.70	12.37	24.07
Cedar Grove street "	6.50	26.84	33.34
Arnold street "		.79	.79
North Mill "	16.80	5.88	22.68
South Mill "	18.14	5.80	23.94
Acushnet "	24.49	24.67	49.16
Cannonville "	7.42	16.39	23.81
North "	12.68	13.46	26.14

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		Books.	Supplies.	Total.
Clark's Point	school,	8.40	22.40	30.80
Rockdale	"	13.94	12.74	26.68
Plainville	"	23.74	10.72	34.46
North Evening	"	116.28	33.68	149.96
South Evening	"	9.98	17.45	27.43
Central Evening	"	28.57	15.05	43.62
Evening Drawing	"		77.48	77.48
		$1,588.44	$1,647.98	$3,236.42

The expense incident to furnishing books and supplies has been:

For Express,	$15.85
Freight,	37.22
Covering books,	29.40
Miscellaneous,	94.97
	$177.44

The only book added is Worcester's School Dictionary.

For the committee.

WILLIAM H. PITMAN,
Chairman.

HIGH SCHOOL — 1887.

The progress of the school during the year now drawing to a close has been, on the whole, very satisfactory. The teachers, without exception, have been thoroughly interested in their work and indefatigable in their efforts to advance the interests intrusted to their care. That their efforts have produced good results, no better proof can be offered than the increased interest of the pupils, especially of those of the three upper grades, in the work of the school.

We have at present 364 pupils. At the corresponding time last year there were 348. The increase in number is less than that of the two years preceding, but when it is understood that in the present fourth grade there are only

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128 pupils, while in that of last year there were 149, it will be readily seen that even this slight increase in the total number is in itself an evidence of greater interest in the work, and, consequently, of added power on the part of the school to retain its older pupils. The conditions of admission have not been changed, and the reasons for the falling off in that direction lie wholly outside of the school.

The number of post-graduates and specials is larger this year than at any previous time, and the presence of these pupils, studying with an object in view, has a most salutary effect upon the classes with which they are connected. This is especially true in the scientific department. I am of the opinion that this feature ought to be developed as much as is practicable, and it affords me pleasure to say that the present plan of the Master of the Swain Free School is materially assisting us in this direction. He refers all applicants for elementary work to our school, so that the classes there may pursue more advanced work without being hampered by the presence of those untrained in the elements of the subjects they would pursue. The idea is a sound one, and will strengthen both schools.

In the latter part of February Miss Carrie E. Hatch, a faithful and valued teacher of the fourth grade, was compelled by severe illness to give up her work. Miss Eloise A. Hafford was engaged as a temporary substitute, and remained until the end of the term in April. In this latter month Miss Hatch resigned her position, and Miss Emma K. Shaw was elected to fill the vacancy. The committee is to be congratulated upon its choice, for in Miss Shaw we have an enthusiastic, thorough teacher, and a decided acquisition to the teaching force of the school.

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INSTRUCTION IN MILITARY SCIENCE.

In the year 1881 some of the boys of the school organized and equipped a military company, called the High School Cadets. Though its membership was confined to pupils actually in the school, yet it was in nearly all respects an independent organization, making its own rules and regulations, managing its own finances, and drilling at such times, out of school hours, as it saw fit.

The company was allowed the use of an ante-room in the school building for an armory, and of one of the class-rooms for business meetings, but, so far as I can learn, it was never officially recognized by the School Committee.

The City Council, however, in the year 1883, appointed a military instructor for the High school, and under his direction the company not only maintained its reputation for excellent drill, but became more proficient, and was a source of pride to our citizens generally.

Early this year the High School Committee received several complaints from parents concerning the amount of time, out of school hours, required for drill. A careful investigation of the matter resulted in a recommendation to the Board that instruction in military drill be established as part of the regular course of study, according to the law of the State in such cases made and provided. The recommendation was adopted, and the High School Committee empowered to adopt such rules and regulations to effect the purpose as in its judgment seemed expedient.

As it was near the close of the school year when the preliminary arrangements were completed, it was deemed best, for the time, simply to designate the members of the old company of Cadets as the class in military science. Suitable arms and equipments were purchased, and the company was reorganized under the new order. John K. McAfee, the former military instructor, was added to the

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corps of teachers of the school, as teacher of military science.

The plan of the committee includes all the boys, not physically incapacitated, in drill, without arms, one hour each week. The boys of the fourth grade constitute one class, drilling every Thursday forenoon, and those of the three other grades a second class drilling every Friday. The Cadets are drilled with arms every Friday afternoon. This arrangement is now in full operation, and working very smoothly. The spirit in which the boys have taken up this study is really very gratifying.

THE JONATHAN BOURNE PRIZE FUND.

At the regular monthly meeting of the Board in July the following communication was received and read:

To the School Committee of the City of New Bedford:

GENTLEMEN, — I herewith inclose you my check for one thousand dollars, with a request that the amount may be so placed in the City Treasury as to constitute a permanent Fund, the income of which shall be devoted each year to three prizes of the value of $25, $20, and $15 respectively, which shall be open to competition among the scholars of the High school in the study of the English language and its literature, successful competition to depend on, first, uniform good deportment and scholarship in the study throughout the course; and second, superior excellence in an essay to be written at the close of the course.

I would suggest that the trustees of the above Fund be designated to be the Sub-Committee on the High School for the time being, and that they have the management of the details, conditions, etc., under which the prizes shall be given.

Very truly yours,

JONATHAN BOURNE.

NEW BEDFORD, June 28, 1887.

This generous gift was unanimously accepted, and resolutions expressing to the donor the gratitude of the committee, and pledging careful attention to his several wishes and suggestions, were passed. The Fund was named "The

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Jonathan Bourne Prize Fund," and the High School Committee was instructed to take such steps as were necessary to carry out the wishes expressed in the communication.

These steps have been taken, and the City Council, by special ordinance, has accepted the amount as a permanent investment, bearing interest at the rate of six per centum per annum, payable on the first day of July of each year.

THE COURSES OF STUDY.

The sub-committee appointed last year to revise the curriculum of the school, for obvious reasons, confined its attention to the studies of the three lower grades. The same sub-committee was reappointed this year to complete the work, but before it began its labors one of its members, our late honored superintendent, was called away. His life-work, so well performed, was ended. It is not necessary that I should here speak of the inestimable value of his service to our schools, or of his peculiar worth as a man. I could but ring the changes on the words so frequently and so fittingly spoken of late to express the high appreciation of his devoted service, and the loving remembrances of his genial friendship. He died, but lives with us yet in the system he so well planned and so thoroughly constructed.

The sub-committee, with the assistance of Mr. Huling, finished the task. Their report is here submitted.

CLASSICAL.	GENERAL.
First Year—Class IV.	*First Year—Class IV.*
English, 40.	English, 40.
Algebra, 40.	Algebra, 40.
History, (Greece and Rome,) 20.	History, (General,) 40.
Latin, 40.	
Second Year—Class III.	*Second Year—Class III.*
English, 40.	English, 40.
Geometry, 40.	Geometry, 40.
Latin, 40.	Latin, 40, or
Greek, 40.	Physiology, 20, Bookkeeping, 20.

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Third Year—Class II.

English, 40.
Latin, 40.
French, 40, or
German, 40.
Physics, 40, (if needed.)
Greek, 40, "

Third Year—Class II.

English, 40.
Physics, 40, (required of the boys.)
Latin, 40, ([redacted])
French, 40, "
German, 40, "
Zoölogy, 20, and Botany, 20, (optional.)

Fourth Year—Class I.

English, 40.
Latin, 40.
French, 40, or
German, 40.
Physics, 40, (if needed.)
Greek, 40, " "
Reviews, 40.

Fourth Year—Class I.

English, 40.
Chemistry, 40, (optional.)
Latin, 40, ".
French, 40, "
German, 40, "
Astronomy, 20, Civil Government, 20, (optional.)

NOTES.

1. The figures appended show the number of weeks each subject is pursued within the school year.

2. Recitations in the studies named above occur four or five times a week. In addition, lessons in arithmetic, drawing and music are given once a week. There are also exercises in gymnastics for all nearly every day, and in military science for the boys once a week. The work in English includes the writing of compositions and the recitation of choice literary extracts. Lectures are given to all students of Class III upon physiology, with special reference to the effects of stimulants and narcotics.

3. In the Classical Course, the studies will be varied in accordance with the requirements of the college chosen. Only those pupils who are exceptionally strong in intellect and health can completely satisfy the demands of the best colleges in four years; hence, in most cases, a fifth (post-graduate) year of study is recommended.

4. In the General Course, each student is expected to pursue three main studies. A fourth study may be taken, if, in the judgment of the principal, the circumstances warrant such a step. English is a required study throughout the course; algebra, history and geometry are required, each for a single year. In the first year there are no optional studies. In the second year the choice lies between Latin on the one hand, and physiology followed by bookkeeping upon the other. In the third year physics is required of all the boys, and is optional for the girls. Latin, French, German and Zoölogy, followed by botany, are optional for all. In the fourth year all the studies except

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English are optional. Latin, French and German, however, if once begun, must be continued two years.

5. An average of 70 per cent. in scholarship is requisite for promotion and graduation.

Mention was made at the beginning of this report of the increased interest manifested by the pupils, and of the good work resulting therefrom. This, evidently, is not attributable wholly to the zeal of the teachers, though I would detract nothing from the importance of that factor, but is due, in large measure, to the improved methods of teaching, and to some of the changes in the course of study.

I propose, therefore, to speak more fully of some of these changes, giving in detail the actual work of the school in certain directions. For this purpose I select the Mathematics, the Sciences, and the English. In doing this I avail myself largely of the material furnished me in reports by Mr. Huling, the principal of the school, and the special teachers in the several departments selected.

MATHEMATICS.

ARITHMETIC.

Arithmetic is taught by weekly lessons to every pupil. The subjects taken up are as follows: In Class IV, Percentage, including Profit and Loss and Commission; in Class III, Simple Interest, Compound Interest, Partial Payments, True Discount and Bank Discount; in Class II, Stocks, Taxes, Insurance, Exchange, Custom House Business, Equation of Payments, Averaging Accounts, Ratio and Proportion; in Class I, the Metric System, Partnership, Alligation, Involution, Evolution, the Progressions and Mensuration.

Ordinarily a lesson is assigned in advance, to be prepared and presented on paper at the recitation. Test examples on the same principles and methods are then given

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to the class. Explanations are made and the new subjects developed, as occasion demands. The purpose of the work is to keep the pupils familiar with the processes of arithmetic, and their memories fresh upon the facts of the science which they bring from the Grammar schools, and to supplement individual deficiencies. Especial attention is given to shorter processes when such are available, and purely mental work is encouraged so far as possible.

ALGEBRA.

Algebra is pursued throughout the first year in an elementary form. There is no hurrying to reach a particular limit, but the classes are advanced as their attainments warrant, until the end of the year brings the work to a close. By that time the classes have usually passed through Simultaneous Quadratic Equations, and have taken up Radical Expressions. Some years they have not been able to do so much.

Our classes experience much difficulty in passing from the arithmetic of the Grammar schools to the beginning of algebra in the High school, and the reason for this difficulty is a matter of some perplexity. In the class-room, fully one-half the time is given to explanations and illustrative work, and a number of the examples for the next day, or others exactly like them, are performed before the whole class on the blackboard, by pupils under the direction of the teacher. Notwithstanding this, to a portion of the class the work is a burden, and for many weeks a series of failures. Every effort is made by the teachers to reduce the friction; in particular, lessons are made so short that, during the early weeks, the whole class creeps rather than walks, but the difficulty is slow to yield. There is between the concrete arithmetic of the Grammar schools and the abstract algebra of the High school, a gulf difficult for many minds to pass.

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GEOMETRY.

In geometry, which occupies one-third of the time for the second year in the school, the work is proceeding well. Instead of making memory the chief aid, the pupils are led to use the definitions and axioms, when acquired, in tracing logical conclusions from given premises, following the usual order of topics in elementary text-books. To most this is a slow task, and because, in conformity with the present approved custom, it is necessary to introduce, even from the outset, exercises in original demonstration, at first simple and then progressively complex. This consumes time, but builds logical ability. It especially helps to prepare for the tests which await the pupil, as he passes from the High school to college or the scientific school.

Besides these elementary courses in algebra and geometry during the first two years, there are advanced courses in these subjects taken up in the last year, chiefly by students preparing for higher institutions, but shared by a few others by election. Advanced text-books are used, and the work is made searching and severe in both subjects. Especially in geometry, original problems and theorems are made the basis of work, and little assistance is rendered the pupil unless the work is seen to be beyond his attainment. That our best work is not fruitless is seen in the fact that the Institute of Technology examinations in mathematics, notably severe, were passed last Summer by two members of the advanced class, without conditions. The present advanced class is enthusiastic and increasingly successful.

THE SCIENCES.

CHEMISTRY.

In this study, assigned to the fourth year, the work consists in general of recitations, lectures and laboratory work. Two laboratory exercises, two recitations and a

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lecture usually occupy the week, but this order is changed when the nature of the subject or the requirements of the class demand. The work follows in general that of the higher schools, being so modified as to suit the conditions found in a high school.

In the laboratory, each student has a desk at which he performs a series of experiments illustrating the subject under discussion. Results and observations are recorded in note-books, and the importance of doing this at once, even while the work is progressing, is strongly impressed upon the pupil. These notes are subsequently corrected by the teacher.

Reference books are freely used, and an attempt is made to familiarize the pupil with the literature of the subject under consideration. Abstracts from various sources are frequently required on certain subjects, and for this purpose the pupils are encouraged to avail themselves of the facilities offered by the Free Public Library.

And here let me say that one of the most pressing wants of this department is a good reference library, such as is possessed by every other department in the school.

Bearing in mind the facts that we are not fitting for a higher school, and that the school days of nearly all our pupils end with the completion of the High school course, it is intended to make the work as practical as possible, giving as much general information as we can in the practical applications of chemistry, while at the same time we endeavor to train the scholars to careful work and accurate reasoning and expression.

The present class is interested, is doing very fair work, and will cover more ground, thoroughly, than that of last year. This I attribute largely to the fact that the class of last year had had no previous laboratory training in physics, and consequently knew nothing about working in a scientific manner.

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Before leaving this subject I would again call attention to the ventilation of the laboratory. The arrangements for carrying off the offensive odors and gases, slightly better than they were a year ago, are still inadequate, and the greatest care will not prevent the fumes from impregnating the atmosphere of the two rooms directly above the laboratory.

PHYSICS.

Pursuing this study, required of the boys and optional with the girls of the third year, there is now a class of 28 pupils, divided into two sections.

The work is on the same general lines as that of the chemistry, but, because of the younger age of the pupils, more elementary in its character. Ordinarily, two laboratory exercises and three class recitations constitute a week's work. In the former, personal work is made a strong element, and the pupils are led by the results of their own observations up to the ideas in the text-book. When these ideas have become a part of the general knowledge of the class, the various applications are readily seen.

The same importance is attached to recording observations as in the study of chemistry. The objects sought are two-fold, viz.:

First. To give to the pupils a real conception of the elements of physics, and the practical application of them in those forms with which every one must come in contact.

Second. To train them in careful, neat and accurate work and observation, and to develop the power of reasoning on observed facts and of drawing logical conclusions therefrom, and of expressing the results intelligently and intelligibly.

The class is interested, and doing fairly good work.

Our school possesses uncommon advantages for the

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teaching of these two sciences. The two years assigned to them, the small classes made by dividing into sections, and the liberal provision in the way of apparatus, enable us to do particularly good work.

I would recommend that the physical laboratory be removed to another part of the building. If this were done, several deficiencies which now exist could be easily supplied.

ZOOLOGY.

Among the scientific studies given a place in the revised course is zoölogy, followed later in the year by botany.

The study of zoölogy has been, almost from the start, decidedly successful. Owing to the liberal provisions in the way of books and supplies made by the committee, we were enabled to adopt the most approved methods of teaching.

The objects in view are similar to those in the other scientific studies, viz.: The exercise of the powers of observation by close and careful examination of specimens; the development of logical and scientific habits of thought and expression; and the acquisition of a sufficient amount of carefully digested information to serve as an incentive to the further study of natural history, and as a starting point for further progress. In the time allotted to this study, six months, this is all we can hope to do.

The methods pursued are as follows:

The study of animals, beginning with the lowest forms, gradually works up through the various branches until the highest is reached. Some typical form in each division is taken, and its shape, structure, habits, and relations to other animals closely studied. This type is made a standard of comparison for classification. For example, in the study of molluses the oyster is taken as the type; the

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shell, the soft body inside, the organs, the circulation, the digestive system, etc., are thoroughly examined. Then other bivalves are compared with it, and their resemblances and differences noted. As a type of the crustaceans the lobster is taken, carefully examined and compared with others of the same class. A frog is dissected to give insight into the structure of amphibians. Reptiles and mammals are studied until, finally, the highest type of vertebrate development is reached in man.

The pupils are required to obtain all information possible, by personal observation, before consulting books or pictures. For this purpose magnifying glasses, knives, scissors, needles, pincers and dissecting pans are furnished each individual. Drawings of the various objects studied are made by the pupils, and the results of their observations are systematically arranged and recorded in note-books. After this, additional information is obtained from the text-book or from other good authorities.

That the memory easily retains knowledge gained in this way, the examination papers plainly show. Pupils who have done poor work in other studies manifest an interest in this, and the results already obtained fully justify the wisdom of placing zoölogy in the course of study.

In February, the study of botany will be taken up and carried forward in the same general manner.

ENGLISH.

The school is somewhat peculiar in respect to the prominence given to the study of the English language and literature. There is an uninterrupted course, occupying one-third of the pupil's time from the beginning to the end of the school course. The partial interruption during the last year, which the optional plan has hitherto allowed, will not be permitted after the present year.

The work follows, in general, four lines: the principles

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of composition and rhetoric, practice in composing, the reading and study of literature, and the biography of authors. These are carried on *pari passu* throughout the course, but in varying proportion at different periods.

In Class IV, two-fifths of the time each week is occupied in language work, with a little technical grammar. The aim is to develop in the minds of the pupils the principles of composition, to illustrate these by examples, and at the same time, by exercise-writing on the same topics, to lead the scholars to active application of these principles. As aids, two books are placed in their hands, Swinton's School Composition and Parker's Exercises, of which the former is the more largely used. The teachers employ numerous additional helps in preparing exercises and other forms of language work. The following topics will show in more detail the range of this phase of the study: Words; Synonyms; The Sentence; Simple, Complex and Compound Sentences; Variations of Expression; Variation of Diction; Paragraphs; Derivation of Words; Punctuation; Parts of Speech; Letters, Notes, etc.; Figures of Speech, (briefly); Turning Poetry into Prose; Explanation of Maxims; Dictation Exercises; Reproduction of Stories; Description of Persons, Objects, etc.

Three-fifths of the time each week is given to the literature phase of the work, including the reading of specimens of general literature, and the pursuance of some longer work for a considerable period. Attention is given to oral expression, but still more to the understanding of the author's meaning. Certain passages are selected for memorizing. The three main works treated by the class are Irving's Sketch Book, Longfellow's Evangeline and other poems, and Whittier's Snow Bound with shorter poems. Formal compositions are required each month. These are corrected in school-time, with the pupil at the teacher's side.

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In Class III, the work is continued with a wider range, —no less than the better portion of American literature. The same four lines are followed contemporaneously. About one-fifth of the time each week is given to rhetoric, with D. J. Hill's Rhetoric as the guide and manual. The pupil is shown how to choose his subject, and how to gather and arrange his materials. In point of style, he is taught the meaning of purity, propriety and precision of diction; is shown the value of concord, clearness, unity, energy and harmony of sentences; is guided to a sensible arrangement of paragraphs; and is helped to distinguish the various figures of speech, as the simile, metaphor, personification, allegory, metonymy, climax and hyperbole. Punctuation is touched upon slightly, and capitalization more fully. Criticism and versification also have brief attention. Exercises are given less frequently than in the previous year, and only on the points hardest to comprehend, and on others where errors are manifest in speech and writing.

About four-fifths of the time is given to the reading and study of specimens of American literature. About a dozen are dwelt upon with considerable care, namely: Irving, Bancroft, Bryant, Prescott, Emerson, Hawthorne, Longfellow, Whittier, Holmes, Lowell and the Cary sisters. Others are touched upon lightly. Extracts from the works, as found in Underwood's Hand Book of American Authors, are studied and read in the class, and outside reading is secured.

In the reading and study it is aimed to secure an understanding of the author's meaning, an interest in and appreciation of good literature, and an ability to read it orally with a fair degree of expression. Attention is also paid to the biography of the more important authors. The pupils are sent to other sources than the text-book, and after their contributions are all in, the teacher, by fuller

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information, portraits, and other means, fastens the whole in memory.

Meanwhile, composition-writing goes on each month; the subjects, in the main, are selected by the teacher, but at times,—as when choice of subject is under discussion in the rhetorical work,—are left to the pupil, under the teacher's approval. Other topics than literary subjects are frequently taken. These compositions are corrected by the teacher and discussed individually with the writers in school time.

In Class II, similar work, with such amplification as the increased maturity of the pupils warrants, is pursued upon English authors and their works. Some dozen authors are taken up quite critically, and numerous others with less attention. The pieces of literature themselves are examined, annotated, discussed, portions of them committed to memory, and the opinions of contemporaries and modern critics referred to. (This work is greatly facilitated by cyclostyled notes placed by the teacher in the hands of each pupil.) The biographies are touched upon only enough to give a reasonably distinct personality to the names of the most prominent literary workers.

The work begins with Goldsmith, Johnson and Gray, and proceeds to the poets, novelists and historians of the modern time; then reverts to the earlier writers as far back as Spenser, and, in the most favorable years, to Chaucer.

Meanwhile, incidentally but steadily language-work goes on by theory and by almost daily practice, and monthly compositions based on the work in literature are secured. These are carefully corrected, discussed individually with the writers, and nearly always rewritten by the pupils.

In Class I, essentially similar work is carried on, but with more minute criticism and more thoughtful discus-

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sion. It is based upon three plays of Shakespeare,—The Merchant of Venice, Hamlet, and Midsummer Night's Dream,—upon Byron's Childe Harold, and upon two books of Milton's Paradise Lost, with Lycidas, if time allows.

The whole setting of the Elizabethan era is brought out,—the history, the society, the language; and so in the case of the other poems. Paraphrasing is made to test the understanding, and especial attention is given to oral reading with expression. The pace is made slow enough to allow of thorough work. In addition, shorter pieces, as some of the Idyls of the King, and the Ode to the Nativity are committed to memory—parts by different pupils —and recited in a weekly exercise.

Still again, monthly compositions are required, which show the results of independent reading of books selected by the pupil and approved in advance by the teacher. These are rigidly corrected with the pupil, and very frequently rewritten. The best of these are read in the presence of the class at a weekly exercise.

In this way our school is attempting to solve the problem on which, perhaps, there is the least agreement as to details of method, and the most agreement as to the necessity of the study of all topics connected with the High school work.

The results are very satisfactory. A fair degree of facility in expression prevails long before the end of the fourth year, though a skilled inspector can find errors even upon the last day. Not infrequently, when an original vein of thought has been developed, there results an essay, and more rarely a brief poem, which is fully worthy of publication.

Before leaving this subject it ought to be said that much of what is excellent in the practical working of the plan in English, would be quite impossible but for the material so judiciously supplied from the Howland fund.

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I have thus endeavored to state, as concisely as possible, just what we are doing in these three departments. Our methods may be criticised, we ourselves hold them open for improvement. But it is certain that thus far they have worked quite satisfactorily, and the results are very gratifying. We offer them as our contribution, for this time, for the solution of the problem which to-day, more than ever before, is engaging the attention of our best educators, viz.: what are the best means of giving to our youth a sound, practical education, and of interesting them in the attainment thereof?

DRAWING.

Before closing this report I wish to call attention to another department of the school work—the drawing. In our city there are exceptional opportunities, in the way of employment, for those who have acquired an aptitude for designing and skill in drawing. For this reason considerable importance has always been attached to this study in the school, and our efforts have been specially aimed toward the development of any ability shown in this direction.

Some years ago there was in this department a well arranged course of study, producing results of which the school was justly proud. The walls of the corridors and the drawing-room were adorned with the best work, and it attracted considerable attention.

For reasons unknown to me the course was discontinued, the pictures were removed from the walls and became scattered, and the frames were stored in the attic. The teaching, excellent as it is in many respects, and producing fine results in certain directions, now lacks the well arranged system of the former time, so indispensable in a graded school.

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It is certain that most boys can advantageously pursue a moderately progressive course in mechanical drawing, while some of them, and very many of the girls, have an aptitude for free-hand work which can be developed by a well arranged course.

In my opinion, the importance of the subject demands the early consideration of the High School Committee. Two courses, clearly defined, but elastic enough to accommodate individual cases, ought to be arranged at once. The special drawing teacher has already projected a course, which I commend to your attention.

For the High School Committee.

JOHN ELDRIDGE, JR.,
Chairman.

GRAMMAR SCHOOLS.

In presenting the Report of the Sub-Committee on Grammar Schools, we take the opportunity of answering a criticism which is sometimes thoughtlessly made, on the supposed superiority of the grammar schools of the past. That this criticism is unfounded, may be seen from a consideration of the following facts.

In the past, reading, writing, arithmetic, spelling, geography, and grammar, were considered the fundamentals of education, the greatest stress being laid upon the importance of arithmetic and spelling. If a pupil could solve knotty problems in arithmetic, and could spell difficult words, he was likely to pass for a good scholar. By this method much proficiency was undoubtedly attained in these branches. The grammar schools of to-day do not attempt as much arithmetic and spelling as formerly, but we believe that the fundamental principles of arithmetic are so fully taught that the practical problems of common life may be readily solved. If it is true that some puz-

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zling problems would be too difficult for the children of to-day, the gain from the additional studies which are now pursued is such that no real loss occurs. A similar statement may be made with regard to spelling. While our pupils cannot spell so many words as those of an earlier day, they can spell correctly all the words they are required to *use*, and many more.

The practice in penmanship formerly consisted of a daily half-hour imitation of a copy. There was almost no practice without a copy-book. The result was that the children were deficient in those elements of good penmanship —ease and rapidity. The pupils of to-day, however, it is believed, are generally able to write easily, rapidly and well. This result is due, in part, to repeated dictation exercises, where, from the nature of the case, there can be no copy.

The practice in reading in an earlier day consisted in he repeated use of a series of about five books during the child's entire school life. The vocabulary in one set of readers was of course quite limited. The improvement in reading at the present time, we think, is apparent. To be a good reader, a child must himself understand what he reads, and be able to impart that understanding in an easy and natural manner. Great pains are taken to train the pupils to the use of a full round tone, with clearness of utterance, and an easy, natural modulation of the voice. We believe these effects have met with a good degree of success. In the accomplishment of these results, the use of supplementary readers has undoubtedly been an important factor.

In geography, the pupils in the former days were confined mainly to a study of the physical and political features of countries as represented on maps, and learned but little, as they are now taught, of how the people of

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the several countries live, how they are governed, and what they produce.

Grammar was studied by the older scholars only, and many of them could analyze and parse complicated sentences; but few could write an ordinary page of composition with ease and grace. The average grammar graduate can now express himself with greater ease and accuracy, the result of much practice in placing the products of his thought and knowledge in writing, and of the correction of such work by the teacher.

History was not formerly taught as a regular study; or if it was attempted it was not taught systematically. The time now given to additional studies,—history, music, drawing, singing, and physiology and hygiene,—is about seven hours per week: thirty per cent. of the whole time given to school work, leaving seventy per cent. of the time for the former studies. With the possible exception of arithmetic, we believe the old-time studies have never been better taught than now, and that such has been the gain by the additional studies that the pupils of our schools at the present day have a far larger amount of useful knowledge, and a greater power to use it.

The schools will undoubtedly feel the effects of the loss of the three weeks, at the beginning of the school year, on account of the prevalence of diphtheria at that time. We are sure that the teachers are doing all they can to make the loss as little as possible.

It will be remembered that by the change of time to "railroad time," a few years ago, the actual closing of the schools is 16 minutes later than formerly. The result in the afternoon session in some of the poorly lighted rooms, on cloudy and stormy days, is very bad. In some of the rooms of the Parker street and Middle street schools, and in the room of the Fourth street school used by the Grammar department, it is often altogether too dark for study

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long before four o'clock. It would be better to hold the afternoon session from 1.30 to 3.30 o'clock for the Winter months, than to injure the eyesight of the pupils.

In the lower grades of the Grammar schools there is need of a supplementary text-book in arithmetic, which shall contain a large number of concrete practical examples, helping to form business habits of carefulness and accuracy. Bradbury's Eaton's Elementary Arithmetic might be used to advantage in the eighth and ninth grades.

We need a better language book. We want a text-book which can be followed somewhat closely, giving attention to composition and the use of language, together with so much of technical grammar as may be necessary to give a genuine knowledge of the language. The book "How to Talk" has been found useful in the Fifth street school, and is used by the teachers in other schools, but is not a text-book.

For much of the good work and successful methods in our schools, we are indebted to the wise counsels of our lamented superintendent, Mr. Harrington. His name will long remain in the affectionate memory of all classes of our citizens.

For the committee.

F. A. WASHBURN.

PRIMARY SCHOOLS.

Concerning the Primary schools there is but little to be said in addition to former reports of this grade. They have been so firmly established upon a good working basis that they move along with the least possible amount of friction. As evidence of this, one needs but to visit them and observe how smoothly the entire machinery moves, and any interested visitor must conclude that it was a

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master hand which inaugurated the system now being followed out.

I have no change to suggest whereby the internal working of this department of our schools can be improved upon, except, perhaps in the matter of discipline, respecting which I desire to say a word.

From cases which have come under my own observation in my visits to the schools, from time to time, I am impressed with the thought that too much discipline of the little ones is detrimental rather than beneficial.

While I would not under-estimate the necessity of good discipline in any schoolroom, at the same time it would seem advisable to "wink" at some things in the lower grades, rather than to expect pupils of from five to seven or eight years of age to be men and women. They become such quite soon enough, and we ought not to look for perfection at too early an age. It is well to be firm, but *not* well to be too exacting, particularly with children of the twelfth and thirteenth grades.

As in former years, so also during this year have the Primary schools received valuable aids from the income of the Sylvia Ann Howland fund, and the supplies furnished from this source have been faithfully applied for the benefit of the pupils. The results in every case would seem to have warranted the expenditure. The balance of the leaflets supplied from this fund, and for which there has been so much demand of late, have been completed, and are now ready for distribution and use in the schools.

During the year an additional room has been furnished for the Primary department in the Thompson street schoolhouse, thus affording accommodation for four grades in that building, with a full class in each grade.

The City Council has purchased a lot in the western part of the city, on Court street, upon which it is hoped a new building will be erected the coming year. This

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will supply the needs of that portion of the city for some years to come. When this building is erected I sincerely hope the Board will decide to call it the "Henry F. Harrington Primary School," in memory of our late superintendent, and that it may be built after the same plan as the Thompson street school-house, than which no more suitable building can be desired.

It is evident that the time is not far distant when still another school-house will be required in the extreme southern portion of the city, to meet the continued increasing demands in the Primary department. I would recommend that a location be selected which will accommodate not only the increased population of that district, but also accommodate the pupils now attending the Grove school, and that building be dispensed with, its situation being anything but desirable for primary children.

The loss we have sustained during the year in the death of our late superintendent, Mr. H. F. Harrington, will probably be more keenly felt in the Primary schools than in any other department. In this branch of our schools, in particular, he was a faithful and valuable servant and competent adviser. To him, more than to any other one person, are they indebted for the high character to which they have attained, and the enviable reputation they have gained all over this Commonwealth. In the new superintendent we hope to find a man who will prove a worthy successor, and that under his guidance this department of our public schools will be kept fully up to its past record.

Respectfully submitted.

I. W. BENJAMIN,
Chairman.

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COUNTRY SCHOOLS.

The past year has developed a necessity for several changes in the Country schools.

Miss May L. Pettey, of the Primary department of the Cannonville school, was promoted to a position in the Parker Street Grammar school, by recommendation of the Grammar School Committee. Miss Addie J. McFarlin was appointed to fill her place, which she has done in a very satisfactory manner.

The resignation of Miss Mary F. Sylvia from the Primary department of the Acushnet school was accepted, and Miss Belle B. Wheeler was appointed to the vacancy without disadvantage to the pupils. The assistant's room in this school-house has been enlarged, reseated, and provided with desks, a much-needed improvement which is thoroughly appreciated both by pupils and teacher. This change was made with as little expense as possible, as a temporary convenience, hoping for the erection, at no very remote period, of a suitable school building for the children of this intelligent and enlightened portion of the community. The present structure is of great age, without cellar or any modern convenience, and during six months of the year is absolutely unsafe by reason of the cold drafts, unavoidable from the demoralized condition of windows and doors. It is desirable that these evils be remedied, the most economical way of doing which would seem to be to build a better school-house. It is by the unanimous vote of the Country School Committee that this matter relating to the school accommodations of this section is incorporated in this report, and is directed "to whom it may concern" of those having power in this direction.

Miss Alice L. Tripp, of the Rockdale school, now in Florida for her health, has had her leave of absence ex-

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tended to the close of the present school year. Miss Lillian Turner, now Mrs. Thomas, continues to supply her place in a very acceptable manner. This school has increased in numbers during the past year to such an extent as to make it profitable, in the judgment of this committee, to employ an assistant. Being located so far from any public conveyance, with the opportunity for securing board in its neighborhood so uncertain, it was thought desirable to secure a teacher, if possible, living in the vicinity. In pursuance of this object, Miss Alice P. Terry, a graduate of our High school in the class of '83, was interviewed successfully, and with the approval of the Board was allowed to take a special examination. This she passed with credit, and is now performing her school duties in an acceptable manner.

There have been no changes of consequence at the North school. The same good work by the same teacher goes steadily forward.

The Plainville school has increased in numbers during the year. It holds its wonted standing, and is characterized by good order.

The Clark's Point school has been in an intermittent state throughout the year, at one time having scholars enough for two teachers, at another not enough for one. At this time it is at its lowest ebb. For the first time in years there are no pupils from the Alms-house. The children from the Orphans' Home, who formerly attended here, are now sent to the Thompson street school, on account of the reduced distance. There are even now, among the few remaining, several whose homes are as near or nearer the city schools as to this. It is merely a matter of choice on the part of the parents which they shall attend. In fact, I think there are no boundary lines to this district. A school whose attendance is so uncertain is a severe trial to a teacher, especially to one as earn-

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est and ambitious for the advancement of her classes as is Miss Allen.

The whole number of scholars now belonging to the Country schools is 288. Of these, 100 are in the grammar grades. Of the latter, at least 18 are in the fifth grade or graduating class, and will graduate at the same time with the corresponding class of the city Grammar schools. The course of study pursued has been the same with each.

The Country schools have had, or have been entitled to have, the same careful supervision of school committee and superintendent as those of the city. The teachers compare favorably, and are chosen with the same care. In three of the Country schools drawing is taught by a special teacher. In two, they have music by Mr. Diman. The others, on account of their greater distance from the city, have not this privilege. To make up for this,—the only difference of instruction between the city and the country,—the teachers apply themselves to the task, doing double duty, that haply they may thereby make up to their pupils a privilege they would otherwise be obliged to forego.

Those scholars who have graduated from the Country schools in the past, and have taken examinations for the High school, have compared favorably, I am told, with those graduating from the city. We expect the graduates of this year to do as well. We would ask for them a corresponding recognition with those of the city. If a diploma is granted the latter, we would ask it also for the country graduate,—a recognition of "having honorably completed" his course of study, with the signature of the mayor, the superintendent, and the principal of the school attached, bearing witness thereto. If this is worth anything to the graduates of the city, it is worth much more to those of the country; inasmuch as the graduate

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of the city is known to those of whom he would seek employment, and would be able to secure a situation by personal recognition, while the graduate from the country, as he drifts cityward in pursuit of a vocation, would be personally unknown, and the signature of the mayor and superintendent would be of great value to him.

That there has been discrimination heretofore in this regard, I am convinced has been occasioned by an oversight. It may be more or less the fault of the Country School Committee, for not having called the attention of the Board to this matter before. But whatever the cause, I trust the injustice will be speedily recognized, and no longer allowed to exist.

Respectfully submitted.

ELIZABETH W. STANTON,
Chairman.

EVENING SCHOOL REPORT.

While the elementary Evening schools have met with varying success in the cities and towns of our Commonwealth, it has been the constant aim of this committee to search out the causes that have led to success or failure, and to apply that knowledge in the management of our schools. The natural disadvantages under which these schools labor are apparent and need no repetition. Each year's experience and progress makes them less, and adds system to the important work of the Evening schools. How important this work is, may be realized to some extent when we consider that there are more than one thousand persons in our midst who can neither read nor write in the English language. Now we have a maxim that "Ignorance is the parent of vice," and Secretary Dickinson, in his report to the State Board of Education, 1884–5, says: "Every good citizen should be alarmed whenever

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he finds a youth in his community growing up in ignorance."

It is a question with some how far education should be carried at the public expense, but it is conceded by all to be the duty of the city to its citizens to educate sufficiently, so that those of ordinary capacity may be able to support themselves, and take care of any property that they may acquire.

The State makes this education compulsory to a certain extent, the new law bearing on evening schools being as follows:

Acts and Resolves of Massachusetts 1887. Chap. 433, Sect. 2.

Every person who employs, or permits to be employed, a minor 14 years of age or over, who cannot read and write in the English language, providing such minor has been since reaching the age of 14, for one year continuously a resident of a city or town in this Commonwealth wherein public evening schools are maintained, and is not a regular attendant at a day or evening school, shall for every such offence forfeit not less than fifty nor more than one hundred dollars, for the use of the evening schools of said city or town.

Under the operation of this law over 400 new scholars applied for admission to the Evening schools. The principals of the schools were authorized to issue provisional certificates of attendance to those who could not be accommodated with the present facilities; and as it appeared that the labor of quite a number of those who applied was so necessary to the support of themselves and their families, and their circumstances such as to make it unreasonable to require their regular attendance at the Evening school, the mill agents were requested to furnish lists of such of their employes as might properly be entitled to temporary exemption from the operation of said law.

We are pleased to say that the request was complied with promptly and in an enlightened spirit, and though a large number of permits was issued by the secretary of the Board, the attendance at the schools has been fully 30

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per cent. greater than a year ago. For example, the average attendance at the South Evening school for the term ending

Dec. 30, 1884, was 60 scholars.
" 1885, " 75 "
" 1886, " 110 "
" 1887, " 160 "

The Central and North Evening schools also show this steady increase, the average for the past three months being respectively 43 and 187, giving the full average attendance of scholars in our Evening schools, for the past three months, 390.

The total number enrolled in the schools this year is	980
The largest attendance any evening has been	599
The smallest attendance any evening has been	147
The attendance the first night of the term was	527
The attendance the last night of the term was	269

The seating capacity of the rooms now furnished for the Evening schools (independent of settees and chairs) is about 500. It will therefore be plainly seen that in making estimates for the next year, the necessity for increased accommodations for this class should be considered, and the rooms prepared and ready for occupancy at the beginning of the term.

The Wamsutta Hall, Union for Good Works, and the reading-room on Bedford street sustained by the Woman's Christian Temperance Union, have somewhat affected the attendance at the Evening schools. The music and the games are more attractive to many than the books. We would not underrate the value of these places of recreation, and the kind hearts that have sought thus to brighten the monotony of daily toil. Our aims are the same, and we can and should work together in the cause of humanity.

It is still our plan not to employ teachers that are in service in the day schools. Very few teachers are able to

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do justice in both places; one deals largely with individuals, the other with classes, and in conducting them simultaneously the teacher will naturally "cleave to the one and despise the other." Nevertheless, the evening school work is a good drill for day school service, and several of our teachers have been thus promoted. On the other hand, some of our most excellent evening school teachers have had long experience in the day schools. Our teachers, without reserve, have given that thoughtful attention and honest zeal to their work that merits acknowledgment in this report. Some of them have knowledge of French, German, and Portuguese, which has been found very serviceable.

There is an admirable "corps d'esprit" in the schools. From committee to teachers, from teacher to scholars, and among the scholars, there is the prevailing sentiment that they will be sustained in everything that is for the good of the schools, so that the few cases of discipline have met the hearty assent of all concerned. The causes of discipline have been insubordination of various degrees, and have been promptly dealt with.

The studies this year are the same as last year, with the addition of the elements of book-keeping and the Health Primer.

The janitors are making a record not only for attention to their special duties in the care of the buildings and rooms, and maintenance of order in the halls and about the buildings, but also a particular interest in the habits of the scholars and their regular attendance, &c., that is very gratifying.

The evening schools, like Wilson's Zouaves in the civil war, are recruited mainly from the cruder elements of American society, but, like them, with suitable training they have the capacity to make excellent soldiers. They are being mobilized, and from a straggling and disorderly

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crowd, begin to present the appearance of a compact army corps. Many of them hear the music of the future, keep step with the Grand Army of Education, and are eager to grapple with the old tyrant, Ignorance. They press into the ranks faster than we can equip them, march through darkness and storm and ice, and fight valiantly so far as they have the opportunity.

The perpetuity of American institutions, the security of life and property, the freedom from superstition and anarchy, lies in the uplifting power of education. The scope of the day school is limited, but its ally, the evening school, sends out its cheering invitation to those who had passed the ordinary limit of school education, to partake of this great gift of American citizenship.

For the committee.

JAS. C. BRIGGS,
Chairman.

REPORT OF THE COMMITTEE ON DRAWING.

The plan of instruction followed in this department during the past year, is the same as that of previous years. An examination of the work done in the High school, and in the upper classes of the Grammar schools, work which can only be the outgrowth of careful and progressive training, gives a result that is gratifying as to the past, and encouraging as to the future. As time passes, this committee realizes more and more the importance of drawing in our curriculum as a power in education, and in this conviction we are strengthened by the growing favor in public opinion toward this department.

Heretofore, the pupils entering the High school from Acushnet and the North school were unprepared to take up the course in drawing there pursued. During the past year Mr. Cumming has taught at Acushnet, and Miss

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Fannie Ashley has given regular lessons at the North school.

The committee would suggest that hereafter the teaching in the Grammar schools be made as nearly uniform as possible, in order that pupils entering the High school may be equally fitted to commence the work there.

EVENING DRAWING SCHOOL.

The corps of teachers in this school includes the principal and two assistants. Mr. Cumming, the principal, has entire charge of the free-hand drawing. Mr. Drake is the instructor in geometry. Mr. Coggeshall, who labored so long and faithfully in this school as teacher of mechanical drawing, sent in his resignation at the close of the last school year. Mr. Edgar B. Hammond was elected to fill the vacancy. The committee consider themselves fortunate in having been able to secure the services of a practical architect and builder. They believe that this choice will help them toward the fulfilment of their most earnest desire to make this school a stimulus and a help to the mechanics and artisans of this city. It seems to us that the older mechanics might be able to give some valuable suggestions that would help us in the accomplishment of this purpose,—suggestions that we should gladly receive.

While the committee do not undertake to control the date of entrance to this school, they would earnestly recommend that pupils commence at the beginning of the course. If the first lessons are lost, valuable time that should be devoted to the class as a whole must be spent on the few late-comers, who themselves become discouraged and demoralized by their inability to comprehend and perform the regular work of the class.

During the long vacation some changes were made in the rooms devoted to the use of this school. Two small

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rooms were thrown into one, making a good-sized apartment now occupied by the pupils in free-hand drawing, the geometry and mechanical drawing being taught in the large outer room; this separation of work being very satisfactory to teachers and pupils.

The Edison light has also been introduced, to the great advantage and comfort of all concerned, and the rooms are now in every way convenient and inviting.

The attendance has been good, and the pupils have been earnest and industrious. The average attendance has been as follows:

Pupils in free-hand drawing,	17
" mechanical drawing,	10
" geometry,	12½

HELEN W. WEBSTER,
Chairman of Drawing Committee.

SEWING.

It is universally admitted that there is no more fruitful source of unhappiness and misery than idleness. A large part of the anarchy and rebellion of foreign countries finds ready tools to carry out its machinations in the unemployed masses; and even in our own land we experience a feeling of uneasiness when any considerable number of persons who usually labor have become idle. Nor does any one doubt that an idle brain is a hot-bed which nourishes a rank growth of evil devices, and that unemployed hands are willing instruments to further the schemes which emanate from just such an objectionable source.

Bearing all this in mind, it has been the policy of our nation to furnish occupation for as large a number of bread-winners as possible, and the result is, nowhere on the broad earth can there be found a more happy and contented people. That which is true of masses applies

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equally well to individuals, and to test its application we were led to introduce a mechanical industry into the course of training in our schools. Observation convinced us that a large proportion of the young girls in our city had many hours of leisure, which, from want of proper guidance and from ignorance, were spent in senseless and objectionable ways.

Five years ago your committee applied for power to train the unskilled fingers and utilize the latent powers of at least one-half of those who are members of our schools. There were many and cogent objections to adding another task to the large demand already made upon both teachers and pupils; but the plea that our employment, being well-nigh mechanical, would give rest to the intellect instead of additional toil, at length prevailed, and a course in sewing was established.

Right here permit us to remark that the very liberal spirit in which the committee met the new departure insured its success from the outset. Had it been started in some out-of-the-way corner, and in a niggardly manner, there would have been only failure to record.

The course has been fully tested, and this report is to chronicle the fact that there went into the families of the scholars two thousand three hundred fifty-seven new articles; and a spirit of thrift and economy must have been well inculcated while the girls were being taught, and encouraged to repair two thousand nine hundred fifty other things by skilful mending and darning. It must be obvious to all that this work, carried directly into hundreds of homes, will tend to lighten the burdens of many who find the crowded work-basket a source of continued weariness and annoyance.

Sewing has met with very slight opposition since it was introduced, and but for the June exhibition the public would scarcely know of its existence. We hope the day

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is near at hand when the girls can be taught to cut, baste, and prepare their work for themselves; then we shall feel that we graduate yearly from our Grammar schools about two hundred girls who are prepared to be self-supporting.

If the course of instruction can be carried into the upper grades, and a small outlay be made for cutting tables, the same efficient teachers we now have can easily accomplish this greatly-to-be-desired end.

Respectfully submitted.

BETSEY B. WINSLOW,
Chairman.

MUSIC.

The Committee on Music have but little to report concerning this branch of school work. But little change has been made during the year in the method of teaching music in the public schools, and the practical working of the system as taught by Mr. Diman, our efficient instructor, has produced results satisfactory to the committee; and it is a source of gratification and encouragement to them to note the rapid progress that has been made in this department, and the apparent interest manifested by the teacher and the pupils under his charge.

In my last report it was stated that the three lower grades and the Mill schools were receiving no instruction in music beyond that occasionally given by the regular teachers, and it was recommended that they be allowed the same privileges enjoyed by the higher grades, viz., that the special music teacher devote a portion of his time to these schools, and that the regular teachers also spend the required fifteen minutes in this work each day, thus placing them upon the same footing as the other teachers in this respect. This recommendation was adopted by the School Board, and a schedule was immediately prepared,

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under the direction of the committee, and the music teacher at once commenced to act in harmony with the wishes of the Board. At present music is taught in all the grades, in the Mill schools, and in the Country schools with the exception of the very remote ones.

Your music teacher covers a great deal of ground in his daily rounds among the schools, and in every instance, so far as the knowledge of the committee extends, he is heartily welcomed by the scholars, and they invariably manifest a decided disposition to enter upon the work required of them, and are always overjoyed when the hour arrives for them to take their music lesson.

Mr. Diman is ably seconded in his work by the regular teachers, and the limited time allotted them is faithfully improved. In general they manifest an interest in the work, some perhaps more than others, yet the same anxiety for success is shown by all, and a desire to have their scholars rank high in this department of their work prevails generally among the teachers. And when we take into consideration the fact that the special teacher's visits are fortnightly, and but fifteen minutes are allowed daily to the regular teachers, we feel that good work is being accomplished, and the results reached are fully equal to our expectations.

But one other change has been made in this department of any great moment,—that of the salary of the special teacher. A maximum salary has finally been established by the Board, one the committee think will fully compensate for the service rendered; and as it is satisfactory to all concerned, the committee rejoice that this bone of contention has been removed.

Mr. Diman, the committee are assured, is deeply interested in his work, and has faithfully and conscientiously discharged his onerous duties, and the results attained, in

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the estimation of the committee, will compare favorably with the average schools of the Commonwealth.

For the committee.

S. H. SHEPHERD, Chairman.

MILL SCHOOLS.

This department still continues its good work, and results show the wisdom of the founder of mill schools. To say that the teachers are faithful and efficient, is but to repeat what former committees have said, and is a fact amply proven by the progress made by pupils under their care. Their services are valuable from long experience, and they endeavor to impress upon the children the importance of a practical education. As the schools are not large, a great deal of individual attention can be given each pupil, and in part make up the time spent in the mill.

The question has been asked, if the name mill school does not affect the social standing of the children. On the contrary, they are judged by the work accomplished, which we find fully equal to pupils in any grade pursuing similar studies.

Advocates of a change in this department have only to carefully examine its workings to become equally strong in expressions of praise at its results.

During the past year the demand for more room in the Primary department at the Thompson Street school necessitated the removal of the South Mill school to a room on the third floor of that building. This room is comfortable and commodious, and Mr. Benjamin, the committee in charge of the building, is entitled to great credit for his judicious arrangement of the details. The school has in-

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creased in numbers during the past year, and should there be many more additions an assistant will be necessary.

The North school has decreased somewhat, but is still large enough to require the services of two teachers.

A special committee from the Legislature have been investigating the subject of "Child Labor," and have recently made their report. New Bedford was commended by the committee during their visit here, for its careful compliance with the laws, and very few violations were noted.

Just here it may be proper to say that the mill officials have been very prompt and considerate in their observance of the law, and always ready to furnish any information in their power with regard to those under their charge.

Referring to the report of the committee, we find it suggests some radical changes looking toward a more stringent enforcement of the law.

Frequent cases are brought to our notice, of the inability of parents (from extreme poverty) to keep their children in school during the time required by law. This is to be obviated by having the committee pay to the family an amount sufficient to support the child during the school term. Certainly some change of the present law is necessary, for that gives no option, and the remedy mentioned will hardly meet the emergency. Many people will suffer before receiving charity at the hands of the committee, and many will claim when they are not entitled. It would seem far more judicious to place the matter in the hands of the school committee, with power to investigate and determine each case upon its merits. The form of certificate recommended is very complete, and if properly filled will require far more labor than is needed at present.

Education is certainly an essential in life, but compulsory education should be so tempered in legislation as to

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cover all antagonisms, and impress upon the mind of the pupil that it is a part of existence and not a side issue.

Respectfully submitted.

ISAAC B. TOMPKINS, JR.,
Chairman.

TRUANT SCHOOL, INCLUDING REPORT OF TRUANT OFFICER.

The regular school for truants has continued through the year, without marked change.

The experiment of sending a mechanical instructor to the school for one half day Saturdays, was discontinued after the first six months of the year. The youth and size of the boys hindered the carrying out of the theory, which we still heartily indorse. They need regular employment suited to their capacity, rather than especial instruction at rare intervals.

The school began its sessions the second week in August. The cordial relations existing between teacher and pupils is shown by the fact that nearly every boy was pleased with this arrangement.

The committee have in previous years urged the importance and necessity of pursuing a more liberal course in regard to the care of our truants. It would seem a judicious thing for the county to make an expenditure of money for the purpose of checking, if possible, criminal tendencies, rather than to expensively house and care for the same individuals who may possibly become subjects for such expense through the neglect of proper earlier care.

The same care and energy as in previous years has been exercised by the truant officer, Mr. Nathan L. Paine. The fact that the school is smaller than usual, shows that

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the methods employed have been effective. Great care has been taken with those who have been tempted to become truants, to induce them to attend school regularly, as his statistics show:

Number of interviews with families,	300
Number of interviews with children,	1,200
Number of truants arrested and sent to the Truant school,	13
Number of children on probation,	8
Number of children at present in the Truant school,	12

The school is so devoid of real reformatory influences that a sentence there is resorted to only after all other methods have failed. Boys in our schools distinctly understand that persistent violation of rules in regard to attendance will surely result in a long sentence at the farm. Short terms of confinement there have been found impracticable.

This officer comes in contact with many girls, during the year, who sadly need the controlling influences that a special school for them might furnish. That there is no place for truant girls, makes the officer's dealings with them a difficult matter. They and their parents can defy him, knowing full well that no penalty exists for them. Some place of detention is a necessity to make this department a success.

ELMORE P. HASKINS,
Chairman.

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IN SCHOOL COMMITTEE,
Dec. 30, 1887.

On motion of Mr. Mathews:

Voted unanimously, That the thanks of the Board are due and are hereby tendered to his Honor the Mayor, for the courteous, impartial, and able manner in which he has presided over its deliberations during the year, and that, while congratulating him on his reelection, we look forward with much pleasure to his continuance in the chair for another year.

On motion of Capt. Howland:

Voted unanimously, That the thanks of the Board are tendered to the Vice-Chairman, Isaac W. Benjamin, for the able and impartial manner in which he has presided over the deliberations of the Board during the absence of his Honor the Mayor.

On motion of Mr. Pitman:

Voted unanimously, That the thanks of this Board are due and are hereby tendered to the Secretary, Isaac B. Tompkins, Jr., for the faithful and efficient manner in which he has performed the duties of the office during his term of service.

GRADUATING CLASS OF THE HIGH SCHOOL.

Theodore Barton Baylies,
John Hillman Bennett,
Frederick Warren Besse,
George Edward Bonney,
Walter John Channing,
George Richard Taylor Grey,
Fred Doran Greely,
William Mason Harding,
Ellis Loring Howland,
Franklin Elliott James,
Harry Lawrence Stevens,
Katharine Cecilia Barstow,
Daisy Mary Butts,
Grace Linwood Carver,
Jennie Elizabeth Case,
Alice Howard Church,
Grace Covell,
Annie Wood Croacher,
Rachel Leach Denham,
Isabelle Donaghy,
Elizabeth Cecilia Donovan,
Katherine Dora Duffy,
Mary Dugan,
Harriet Swain Gardner,
Eva Barton Godfrey,
Leonora Hamblin,
Sadie Maria Hatch,
Mary Elizabeth Hennessey,
Lydia LeBaron Holmes,
Anna Frances Hurley,
Nellie Frances Kiernan,
Myra Andrews Leach,
Florence Lucile Leaming,
Lila Jane Lowe,
Mary Barker Mason,
Mary Grant McAfee,
Mary Emma Pasho,
Lois Madeline Soule,
Eleanor Maria Stetson,
Ardra Allen Taylor,
Margaret Patterson Case Tucker,
Florence Bertha Maude Vinal,
Margareta Ann Warfield,
Jennie Parker Washburn,
Edith Keen Weeden,
Minnie Eudora White.

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SCHOOL COMMITTEE — 1887.

MORGAN ROTCH, Mayor, Chairman, *ex-officio.*

HENRY F. HARRINGTON, Secretary, and Supt. Public Schools.

WILLIAM A. CHURCH, President of Common Council, *ex-officio.*

WARD 1—Annie R. Borden, Elizabeth W. Stanton, G. W. Hillman.
WARD 2—S. H. Shepherd, I. B. Tompkins, Jr., E. P. Haskins.
WARD 3—I. W. Benjamin, Helen W. Webster, W. H. Pitman.
WARD 4—G. H. Dunbar, W. H. Mathews, J. Eldridge, Jr.
WARD 5—C. T. Bonney, J. Howland, Jr., F. A. Washburn.
WARD 6—F. H. Gifford, Betsey B. Winslow, J. C. Briggs.

STANDING COMMITTEES.

ON HIGH SCHOOL—Eldridge, Washburn, Bonney, Howland, Dunbar, Benjamin, Mathews, Miss Winslow.

ON GRAMMAR SCHOOLS—Washburn, Miss Winslow, Pitman, Dunbar, Briggs, Mrs. Webster, Haskins.

ON PRIMARY SCHOOLS—Benjamin, Miss Winslow, Pitman, Shepherd, Tompkins, Mrs. Stanton, Mrs. Borden.

ON COUNTRY SCHOOLS—Mrs. Stanton, Hillman, Briggs, Mrs. Webster, Gifford, Haskins.

ON FARM SCHOOL—Haskins, Bonney, Washburn, Hillman, Gifford.

ON MILL SCHOOLS—Tompkins, Howland, Shepherd, Hillman, Mrs. Webster, Mrs. Borden.

ON EVENING SCHOOLS—Briggs, Howland, Pitman, Hillman, Bonney, Mrs. Stanton, Mrs. Borden.

ON MUSIC—Shepherd, Mathews, Pitman.

ON DRAWING—Mrs. Webster, Eldridge, Miss Winslow, Bonney, Gifford, Haskins, Church.

ON SEWING—Miss Winslow, Washburn, Benjamin, Shepherd, Mrs. Stanton, Mrs. Webster.

ON EXAMINATION OF TEACHERS—Eldridge, Dunbar, Washburn, Benjamin, Shepherd, Briggs, Miss Winslow, Tompkins, Mrs. Stanton.

ON TEXT-BOOKS—Pitman, Dunbar, Washburn, Mathews, Hillman, Briggs, Mrs. Borden.

ON EXPENDITURES—Mathews, Benjamin, Dunbar, Howland, Pitman, Tompkins, Eldridge, Gifford, Church.

ON HOWLAND FUND—Howland, Benjamin, Mathews, Bonney, Eldridge, Tompkins, Church.

ON PAY-ROLLS—Dunbar, Mathews, Tompkins.

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SCHOOL COMMITTEE — 1888.

MORGAN ROTCH, Mayor, Chairman, *ex-officio*.

ISAAC W. BENJAMIN, Vice-Chairman.

WILLIAM E. HATCH, Secretary, and Supt. Public Schools.
Office 7 Pleasant street.
Office Hours—8½ to 9 A. M., 12½ to 1 P. M. Saturdays 9 to 9½ A. M.

STEPHEN D. PEIRCE, President of Common Council, *ex-officio*.

WARD 1—G. W. Hillman, Annie R. Borden, Elizabeth W. Stanton.
WARD 2—E. P. Haskins, S. H. Shepherd, I. B. Tompkins, Jr.
WARD 3—W. H. Pitman, I. W. Benjamin, Helen W. Webster.
WARD 4—J. Eldridge, Jr., G. H. Dunbar, W. H. Mathews.
WARD 5—F. A. Washburn, C. T. Bonney, J. Howland, Jr.
WARD 6—F. M. Kennedy, F. H. Gifford, Betsey B. Winslow.

EMMA M. ALMY, Superintendent's Clerk.

N. L. PAINE, Truant Officer.
Office Hours—8½ to 9 A. M., 12 to 1 P. M., except Sundays.

STANDING COMMITTEES.

ON HIGH SCHOOL—Eldridge, Washburn, Bonney, Howland, Dunbar, Benjamin, Mathews, Miss Winslow.

ON GRAMMAR SCHOOLS—Washburn, Miss Winslow, Pitman, Dunbar, Mrs. Webster, Haskins, Mathews, Mrs. Stanton.

ON PRIMARY SCHOOLS—Benjamin, Miss Winslow, Pitman, Shepherd, Tompkins, Mrs. Stanton, Mrs. Borden.

ON COUNTRY SCHOOLS—Mrs. Stanton, Hillman, Mrs. Webster, Gifford, Haskins, Kennedy.

ON FARM SCHOOL—Haskins, Bonney, Washburn, Hillman, Gifford, Kennedy.

ON MILL SCHOOL—Tompkins, Howland, Shepherd, Hillman, Mrs. Webster, Mrs. Borden.

ON EVENING SCHOOLS—Hillman, Pitman, Bonney, Mrs. Borden, Haskins, Gifford, Kennedy.

ON MUSIC—Shepherd, Mathews, Pitman.

ON DRAWING—Mrs. Webster, Eldridge, Miss Winslow, Bonney, Gifford, Dunbar, Howland.

ON SEWING—Miss Winslow, Washburn, Benjamin, Shepherd, Mrs. Stanton, Mrs. Webster.

ON EXAMINATION OF TEACHERS—Eldridge, Dunbar, Washburn, Benjamin, Shepherd, Miss Winslow, Tompkins, Mrs. Stanton, Hillman.

ON TEXT-BOOKS—Pitman, Dunbar, Washburn, Mathews, Hillman, Mrs. Borden, Kennedy.

ON EXPENDITURES—Mathews, Benjamin, Dunbar, Howland, Pitman, Tompkins, Eldridge, Gifford, Peirce.

ON HOWLAND FUND—Howland, Benjamin, Mathews, Bonney, Eldridge, Tompkins, Washburn, Peirce.

ON PAY-ROLLS—Dunbar, Mathews, Tompkins.

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List of Teachers.

HIGH SCHOOL.

	Residences.		Salaries.
Ray Greene Huling,	195 Cottage	street,	$2,500
Charles T. Bonney, Jr.,	95 Orchard	"	1,600
Charles R. Allen,	1 Lincoln	"	1,200
Sarah D. Ottiwell,	158 Middle	"	800
Elizabeth P. Briggs,	100 Hillman	"	800
Lydia J. Cranston,	81 North	"	800
Mary E. Austin,	214 Kempton	"	800
Lucretia N. Smith,	72 Foster	"	800
Emma H. Wheeler,	2 Mt. Vernon	"	700
Emma K. Shaw,	72 High	"	650

GRAMMAR SCHOOLS.

FIFTH STREET:

Allen F. Wood,	298 County	street,	1,700
Mary A. Kane,	127 Grinnell	"	550
Sarah A. Carr,	56 Spring	"	550
Sarah E. Stoddard,	352 County	"	550
Mary E. Allen,	25 Madison	"	550
Emma J. Ashley,	110 Fourth	"	550
Lydia A. Macreading,	17 Bonney	"	550
Lizzie B. Brightman,	54 Fourth	"	550
Katharine N. Lapham,	42 North Second	"	550
Helen L. Hadley,	196 Grinnell	"	550
Jeannette Hunter,	55 North Sixth	"	550
Helena Kennedy,	139 Acushnet ave.,		475

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MIDDLE STREET:

	Residences.	Salaries.
George H. Tripp,	Fairhaven,	$1,700
Katharine Commerford,	634 County street,	550
Mary R. Hinckley,	111 High "	550
Agnes J. Dunlap,	117 Hillman "	550
Clara S. Vincent,	233 Middle "	550
Hattie F. Hart,	223 Acushnet ave.,	550
Mabel W. Cleveland,	51 Summer street,	550
Lucy B. Fish,	64 Smith "	525
Mary G. Bonney,	95 Orchard "	500
Clara B. Watson,	37 Fifth "	500
Maria B. Clarke,	131 Chestnut "	475

PARKER STREET:

Charles E. E. Mosher,	92 High street,	1,700
Eliza J. D. Shepherd,	37 North Sixth "	550
Martha A. Hemenway,	37 North Sixth "	550
Helen M. Gordon,	11 Franklin "	550
Sarah L. Spare,	5 Arch "	550
S. Flora Spare,	5 Arch "	550
Anna L. Jennings,	115 Maxfield "	550
Mary A. Codding,	78 Chestnut "	550
Emma A. McAfee,	72 School "	550
Annie W. Braley,	619 County "	550
Josephine Almy,	201 Cottage "	525
Emma C. Nash,	1121 Acushnet ave.,	525
May L. Pettey,	22 Pope street,	450

THOMPSON STREET:

George Rugg,	101 Spring street,	900
Mary A. Macy,	Bedford "	550
Abby F. Sullivan,	230 County "	550
Sarah W. Almy,	Rockdale ave.,	550

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PRIMARY SCHOOLS.

THOMPSON STREET:

	Residences.		Salaries.
Helen C. Allen,	173 Grinnell	street,	$525
Annie C. O'Connor,	299 County	"	475
Helen J. Kirk,	27 Franklin	"	475
Grace H. Potter,	4 Orchard	"	425
Sarah A. Winslow,	315 County	"	320

LINDEN STREET:

Elizabeth P. Spooner,	129 Hillman	street,	550
Lucy S. Leach,	91 Maxfield	"	475
Isabella Luscomb,	245 Cedar	"	475
Mary E. Sturtevant,	18 Parker	"	475

MERRIMAC STREET:

Sarah H. Hewins,	111 Merrimac	street,	550
Addie West,	232 Pleasant	"	475
Isadora Foster,	48 Parker	"	475
Hattie S. Damon,	78 Hillman	"	425

MAXFIELD STREET:

Mary B. White,	57 Foster	street,	550
Sarah E. Field,	240 Middle	"	475
Annie E. Pearce,	45 Sycamore	"	475
Bessie P. Nash,	1121 Acushnet	ave.,	450

CEDAR STREET:

Annie S. Homer,	117 Hillman	street,	550
Abby D. Whitney,	281 Pleasant	"	475
Emma B. Allen,	94 State	"	475
Willetta B. Nickerson,	44 Kempton	"	450
Annie L. Edwards,	62 North	"	425

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ACUSHNET AVENUE:

	Residences.	Salaries.
Jane E. Gilmore,	245 Acushnet ave.,	$550
Sarah E. Kirwin,	101 South Sixth street,	475
Susan M. Lucas,	247 Fourth "	475
Mariana N. Richmond,	34 High "	475
Emma B. McCullough,	300 Purchase "	375
Carrie S. Silva,	81 Washington "	375
Lizzie E. Omey,	63 Thomas "	400

KEMPTON STREET:

Eleanor Commerford,	634 County street,	550
Bessie P. Peirce,	1 Court "	475
Kate E. Cleary,	61 Mechanics lane,	475
Ida G. Howard,	15 Morgan street,	475

WILLIAM STREET:

Abby F. Bryant,	369 Purchase street,	550
Amelia Lincoln,	87 Walden "	475
Mary J. Graham,	12 Court "	475
Clara C. M. Gage,	78 Mill "	425

FOURTH STREET:

Sarah H. Cranston,	81 North street,	550
Eliza H. Sanford,	76 Fifth "	475
Sarah E. Sears,	21 Griffin "	475
Nancy H. Brooks,	135 Fourth "	475
Annie L. Macreading,	17 Bonney "	400
Lillie C. Tillinghast,	cor. Middle & Pleasant sts.,	320

DARTMOUTH STREET:

Isadore F. Eldridge,	28 Sherman street,	550
M. Eva Schwall,	11 Bonney "	475
Sara H. Kelley,	24 Seventh "	475
Annie M. Carpenter,	2 Grape "	475

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GROVE:

	Residences.	Salaries.
Jane C. Thompson,	194 County street,	$550
Sarah E. Tuell,	350 South Water "	475
Hattie L. Finlan,	186 County "	475
Nellie W. Davis,	49 Bedford "	475
Mary Barstow,	South Orchard "	375

CEDAR GROVE STREET:

Lucy F. Clarke,	131 Chestnut street,	550
Carrie A. Shaw,	Bellville road,	425
Flora E. Estes,	535 Purchase street,	425
Emily A. Delano,	152 County "	400

ARNOLD STREET:

Susan M. Tompkins,	2 Court street,	575

COUNTRY SCHOOLS.

ACUSHNET:

Charlotte C. Carr,	56 Spring street,	700
Selene E. Sherman,	Old County road,	375
Belle B. Wheeler,	2 Mt. Vernon street,	375

CANNONVILLE:

Jennie S. King,	124 Hillman street,	500
Addie J. McFarlin,	152 Kempton "	450

CLARK'S POINT:

Lillie B. Allen,	Fairhaven,	500

NORTH:

Mary Ashley,	Acushnet,	525

ROCKDALE:

Lillian L. Thomas,	Hathaway road,	400
Alice P. Terry,	" "	320

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PLAINVILLE:

	Residences.	Salaries.
Ruth A. Allen,	Plainville road,	$375

MILL SCHOOLS.

NORTH MILL:

Emma R. Wentworth,	117 Hillman st.,	$15.50 per wk.
Nannie P. Underwood,	83 Walden st.,	12.00 "

SOUTH MILL:

Lucy J. Remington,	493 County street,	$14.00 per wk.

DRAWING TEACHERS.

Arthur J. Cumming,	Seventh street,	$1,650
Fannie E. Ashley,	Acushnet,	40
Albert B. Drake,	cor. Fourth & School streets,	$5.00 per wk.
Edgar B. Hammond,	66 North st.,	5.00 "

SINGING TEACHER.

Fred L. Diman,	165 Middle street,	$1,500

SEWING TEACHERS.

Carrie H. Richmond,	33 Seventh street,	500
Eliza A. Smalley,	71 South Sixth "	200
Gertrude H. Leonard,	62 Fifth "	200

MILITARY INSTRUCTOR.

John K. McAfee,	72 School street,	150

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EVENING SCHOOLS.

NORTH EVENING:

	Salaries.
Frank T. Taylor,	$11.00 per week.
Nathaniel W. Gifford,	8.00 "
Mrs. Ruby M. Tripp,	7.00 "
Sara L. Tallman,	6.50 "
Lillie C. Tillinghast,	6.50 "
Annie G. Brawley,	6.00 "
Abby R. Johnson,	6.00 "
Annie B. Parker,	5.00 "
Ida A. McAfee,	5.00 "
Maud Munson,	5.00 "
Mrs. M. F. Wilde,	6.00 "

SOUTH EVENING:

Oliver W. Cobb,	11.00 per week.
Mrs. S. C. Whelden,	8.00 "
Joseph P. Kennedy,	7.00 "
Mrs. Kate Johnson,	7.00 "
Chella F. Carpenter,	6.50 "
Mary Crowell,	6.00 "
Alice M. Haldsworth,	5.00 "
Susan C. Graffam,	5.00 "

CENTRAL EVENING:

Mrs. S. W. Wilde,	10.00 per week.
Cora Cleveland,	7.00 "
Kate Sweet,	6.50 "
Lena A. Chubbuck,	6.00 "

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CITY OF NEW BEDFORD.

IN SCHOOL COMMITTEE,

December 9, 1887.

Voted, That a special committee, consisting of Messrs. Dunbar, Bonney and Eldridge, be instructed to prepare a memorial report upon the death of Mr. Harrington, the same to be included in the annual report of the committee.

ISAAC B. TOMPKINS, JR.,

Secy.

GEO. H. DUNBAR,

CHAS. T. BONNEY,

JOHN ELDRIDGE, JR.

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HENRY FRANCIS HARRINGTON.

Born August 15th, 1814.

Died September 19th, 1887.

"Semper Fidelis."

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In 1864, at fifty years of age, frail in body but fired with zeal and courage, Henry F. Harrington became the superintendent of our public schools, and took up what was to be the main work of his life; nor did he lay it down till all his work in life was done. For the past two years it was evident to those who knew him well that his health was failing fast, and when he left us about the middle of the long vacation, to visit his daughter in New Hampshire, many doubted whether he would return. It was hoped, however, that entire rest and the bracing air of the mountains would so far restore his health as to enable him to return and resume the work he had so much at heart, and which he was so competent to perform. But his work was fully done, and on the 19th of September came the news of his death. Nothing came back but the casket; the jewel was gone.

His annual Reports, which for twenty-three years followed those of the school committee, and which were so eagerly sought, so carefully read, and so widely known, will never more appear. These reports were not merely dry and uninteresting statistics, or prosy reviews of what had been done in the course of the year, or unwarranted speculations upon a millennial school system in the immediate future. He had no idea that great progress was attained without great labor, or that educational systems of any value were of mushroom growth or of ephemeral existence. His writings, therefore, were the result of careful study of all those questions upon which a healthy public instruction depend, and he discussed those questions only after having carefully revolved and considered them.

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He took into his study the results of his daily experience in the schools. Consequently, whoever read him was improved by him, even though he might not always agree with him. He generally stood alone, leading all others by the boldness and originality of his thoughts, seldom suffering himself to be led by any. His reports, therefore, were appreciated for the views which they presented, and the beauty and simplicity in which they appeared.

Like other men, he made mistakes; but they were the mistakes of a thoughtful and original mind, and were no sooner seen by him in their true light than they were abandoned. He was always ready to welcome and defend the truth. He was no idle dreamer or visionary enthusiast, but a practical, rational, and accurate man. By some he was regarded as changeable, but we do not hold him so. To alter one's opinions, to vary one's methods and courses even, is not necesearily to change in any such sense as to imply fickleness or instability or want of purpose. Things appear different at different times and from different points of view. It is the part of wisdom to improve, to modify, and correct. With advancing years come clearer light and broader views. The imagination is restrained, the judgment corrected. Those who never change cannot improve. It is only folly that is fixed and stubborn. It was part of his very life to battle with error when he saw it, but he readily accepted the truth when it was made manifest to him. He could easily be convinced, but not cajoled. "Few men could strike harder blows in controversy than he, yet he had the happy faculty of winning the hearts even of those whose educational idols he demolished;" and when at last the battle of life was over, he left not an enemy in the world.

The funeral service occurred at the Unitarian chapel on the 21st of September, at noon. The room was nearly

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filled by an assemblage composed of members of the school committee, teachers, clergymen, and citizens generally. The service, of a simple nature, was conducted by Rev. Wm. J. Potter, pastor of the church, who opened by reading from the burial service, interspersed by selections of scripture, and then spoke tenderly and lovingly of the deceased.

Just to his wish, said Mr. Potter, has the door of heaven opened to our friend. He had finished the year and his life-work, and although he would have worked patiently and enthusiastically if it had been needed, he went away for a rest, and has been called away to a higher one. The thing which occurs to us is that absolute rest is not what he would ask, but to enter on a larger and broader work, with freer and enlarged powers; for, slight and frail as he appeared, he was full of life and vital in every part, and the eager mind and strong purpose and heart-enthusiasm that enkindled his work pushed him on, even though his vital powers were frail. He has finished out his allotted years, and now it seems as if, with our hearts full of sympathy, we can enter with him to the rest that he has acquired—that broader, fuller freedom which he has secured.

His faculties were versatile, and the grasp of his mind broad and comprehensive. When he had passed middle life he could turn from one profession to another, and in his new field attain even higher success than at first. He has stood in his later work for a quarter of a century, with his brain touching and throbbing with those of the educators of the country. He has been a teacher and an exemplar for the teachers, and has been in and out of our public schools, meeting with the children and leading them on to higher things. So for twenty-three years his life has been full of activity. He believed in mental and moral education for youth, and sought to train their minds so that they might grow up worthy of the responsibilities

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devolving upon them. So in the presence of those who have felt the presence and encouragement of his work, I am sure all will agree with what has been said.

What he was in the circle of love, friendship and home, those only know who have been the recipients of his friendship and love. For years he has borne the burdens of home, as well as partaking of its joys, with a patience that would touch all hearts if it could be told. When he saw dear ones depart and he was left alone, he turned for consolation to a higher power; and has worked on in his loneliness, looking upward for inspiration.

After all these years, we must now say farewell — not with gloom, for he would not like that, even in the presence of death, but with cheerful faces and hearts turned to the future and hopes looking to higher and nobler things. Let the work of the Lord our God be on us and in our hands as it was in his, and so shall the beauty of the Lord our God be upon us and bless us.

After prayer, the friends were invited to take a last look at the familiar features before they were shut out from view, and many availed themselves of the privilege.

At a special meeting of the School Committee, held Sept. 21, 1887, Vice-Chairman Benjamin addressed the committee as follows:

Ladies and Gentlemen of the School Committee:

We are assembled this evening not as is our usual custom, to transact ordinary business. You have been called together out of respect to the memory of our late superintendent, Rev. Henry F. Harrington, who for nearly a quarter of a century has been present at the meetings of the School Board, to aid them with his counsel and assist them in their efforts for the furtherance of the cause of education in connection with our public schools. We have to-day followed him to his last resting-place; we are still left to carry on the work in which he was so deeply interested, and which, through his faithfulness and untiring zeal, has been placed upon so high a plane.

No words of mine are needed to prove to you or to the public the

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high estimation in which he was held by each and all in any way connected with the school department. Permit me to say that in his death not only has the city lost a good citizen, but the schools of this city and educational interests in this State have also lost a valuable and faithful worker, one who had the good of the cause at heart. And further than all this, we, as individuals, realize that we have each lost a good and true friend.

I will not detain you longer by remarks of mine, and therefore await any action you may see proper to take pertaining to the sad event concerning which we have met.

Mr. Bonney spoke in a feeling manner of the late Mr. Harrington, saying that he was endeared to each member of the committee. Through long official service he became endeared to us, and we are here to pay tribute to our own personal loss. He then moved that a committee of three be appointed to prepare resolutions of respect in memory of the departed superintendent, and to report the same at the next regular meeting.

At a meeting of the School Committee, held on the evening of October 3d, Dr. Dunbar, for the committee upon resolutions, reported, prefacing his report with the following remarks:

Before reading the report of the committee to whom was referred the resolutions on the death of the late Henry F. Harrington, superintendent of our public schools, I feel called upon personally to say a few words. It is not for me to pronounce his eulogy. That must be left for some other time and some fitter person. It has been my privilege to be intimately associated with him for many years. I have not failed, I could not fail, to esteem and admire him as a teacher and a man, and to love him as a friend I should not do justice to him nor to myself if I did not feel, partially, at least, how great a loss we have sustained, or did not to the best of my ability express the same to you.

As I review his many years of devoted service I am reminded of his faithfulness in the discharge of his duties, the soundness of his judgment, his earnestness, his kind and gentle spirit.

He was a man of broad and enlightened views. He was enthusiastic, brave though weak in body, cheerful though sorely tried. I need not tell you how enthusiastic he was, how thoroughly devoted to his work, how he was both the teacher's and the scholar's friend, inspir-

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ing the one with a high sense of the responsibilities of their profession, or the other with noble aims and lofty purposes.

As a writer, he was master of the art of expressing his ideas and his views. None knew better than he how to say the wise, helpful word for teachers in their work, or to declare to parents and committees the way to look at education, its daily problems and its grand results.

To illustrate the spirit with which he entered upon and performed his part, I beg leave to quote his own language from his first Report:

"The moment I became your officer I cast my lot with this community. I transferred every interest and ambition of my heart to the sphere of these new relations. I would see our schools foremost among the foremost. I would have them so celebrated that they shall be standards of emulation and competition for all the region round about us. I would have them quoted with admiration by experienced educators."

In the same spirit he continued to the end, with what success you know. It has been suggested that the primary school about to be built should bear his name. But in his active work in promoting the highest and best methods of education, he has erected his noblest and most enduring monument.

With these remarks I respectfully submit the following preamble and resolutions as the report of the committee:

Whereas, In the death of Henry F. Harrington, who for nearly a quarter of a century was superintendent of our public schools, the city has sustained the loss of a highly valued and much honored public officer, the schools a beloved guide and teacher, the cause of education a distinguished helper, and this Board, of which he was the faithful agent and assistant, a controlling spirit through whose wise counsel our duties have been rendered less arduous and our way more clear, and

Whereas, In his death every citizen and every child has lost a friend; therefore,

Resolved, That in appreciation of his character as a man, his faithfulness in the discharge of official duty, his large experience and ample knowledge, and the rare tact and talent with which he for so long a term carried onward and upward his great work, the Board of School Committee recommend that the City Government pay a tribute of respect to his memory by holding a suitable memorial service, which shall transmit to the coming generations of New Bedford some fitting testimonial of his noble life-work in the cause of education.

Resolved, That in each of the public schools of the city a portion of some day, to be designated by the School Committee, be set apart for such exercises as may best commemorate his services as an instructor,

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his genial and pleasant intercourse with the teachers, and his loving kindness to the children.

Resolved, That the School Committee cannot do too much to honor the memory of the late Snperintendent of Schools, their associate in the work of public instruction, their companion and friend; nor can they too much deplore the loss of such a man. Coming to this city with a wide and rich experience in the practical work of schools in other cities, he gave to the public schools of New Bedford the best years and the most valuable work of his eminently useful life. A fine scholar, an able writer, a profound thinker, a wise and judicious reformer, his work was not for a day, but for all time. His influence as a public educator was limited by no narrow bounds. Though his duties were here, where he devoted himself conscientiously to their discharge, no city owned him, no state appropriated him, no country set bounds to his influence and usefulness. Wherever better methods of teaching prevailed, and higher standards of education were set up, it was apparent that our late superintendent had made himself known and his influence felt. He was a public benefactor. Patient, kind and faithful, he was a bold innovator, a wise and ingenious experimenter. His Reports are a legacy, not only to this generation, but to its many successors through the long years to come.

Resolved, That with those who knew him best and loved him most, the members of the School Committee most heartily sympathize, especially with the children who survive him and most keenly feel their personal bereavement.

Resolved, That these resolutions be spread upon the records of the Board, that a copy of them be furnished to the daily papers of the city, and that a copy be sent to each of the daughters of the deceased.

Mr. Bonney then addressed the committe, as follows:

Mr. Chairman, — At the last meeting of the Board I took occasion to speak of our bereavement in the light of a personal loss of an intimate friend. To-night, in seconding these resolutions, I desire to speak of the official life and character of our late superintendent, and of the great loss that both this community and the educational world have experienced in his death.

Mr. Harrington held no ordinary position in the rank of educators. He was a leader among leaders. Coming to his tasks among us at the ripe age of fifty years, he brought to the work a mind rich in experience, a sound judgment, a brave and cheerful spirit, a gentle, winning presence, a profound conviction of the importance of his chosen field of labor, and an enthusiastic devotion to his duties.

For more than twenty-five years, as each recurring anniversary brought his annual Report, we found it replete with new thoughts

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and rich in fresh valuable suggestions of improved methods of school work. In these he addressed himself not more to his immediate constituency than to the educational world. The eagerness with which these contributions to pedagogical literature were sought far and near, and their wide distribution, testify to the truth of this assertion.

One marked characteristic of Mr. Harrington was his mental receptivity. He ever welcomed new ideas in educational work. He sought advice from his corps of teachers, listened eagerly to their suggestions, analyzed them with discriminating thought, classified them in the crucible of his own keen mind, and presented them to the public moulded into forms of beauty in the brilliant language of a master in the art of expression.

He inaugurated new methods of work, particularly in our Primary schools, and always claimed that the Quincy system of object teaching, which gained so much renown, was first successfully practiced in our own public schools. His work, however, is best shown by its results, and the award made to New Bedford at the Centennial Exposition for highest excellence in school work, was a merited tribute to his faithfulness and tried ability.

Mr. Chairman, I believe that to-day no city has a more competent and faithful body of teachers than our own. No city stands higher in its educational work and its educational advantages. For these we owe a debt of gratitude to Mr. Harrington. Here stands the noblest monument to the life-work of our friend. "Monumentum pense nius aere."

The resolutions were adopted by a unanimous rising vote.

MEMORIAL EXERCISES.

In the resolutions which were adopted by the School Committee, it was recommended that some day, or portion of a day, should be set apart for a Memorial Service in each of the schools, as a tribute to the memory of him who as superintendent had so long and so faithfully watched over their interests.

Accordingly, a day was appointed for the purpose, and the hour from eleven to twelve was spent in such exercises and ceremonies as would best express the love of both teachers and pupils for the memory of the good old

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man who had so loved and cared for them, and their sense of the loss which they had in his death sustained.

The resolution of the Board as thus effected was surely no unmeaning ceremony, but one into which all entered sorrowfully though heartily. More than four thousand children gathered, each school in its own room, and by varied and appropriate exercises recalled the words, the life, and the character of their departed teacher, guide, and friend.

It is good that such a man as he lived. It is good that such a life and such a character are so appreciated that they cannot soon pass out of the minds and hearts of those who were most in his mind and his heart.

Nor were the children alone; the citizens also showed that they were not insensible to his earnestness and his devotion in the cause of public education. Through the children, his happy influence found its way into many homes and many hearts, and not a few wended their way to his burial place to decorate the grave which the children had already covered with the brightest and choicest flowers of Autumn.

There he lies. The flowers will fade and perish, and the snows of Winter will take their place. But he has left behind him in the hearts of the children he loved, and the people whom he served, that which will neither fade nor perish.

HIGH SCHOOL.

The exercises were in the hall in the presence of the school and a few visitors. On the platform was an excellent portrait of Mr. Harrington surrounded with a mass of beautiful chrysanthemums.

Mr. Huling's idea in having the dead speak to the school in the words of his reports was most appropriate.

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Following is the programme:

SONG. "He who hath made his refuge God."
School.

POEM. "The Sleep." *Mrs. Browning*
Miss Louise Lawton, of Class I.

POEM. Selection from "In Memoriam." *Tennyson*
Miss Lizzie B. White, of Class II.

POEM. "The Deserted House." *Tennyson*
Miss Lizzie M. Carr, of Class II.

SONG. "I asked the restless winds."
School.

READING. The Influence of Beautiful Surroundings in School. From the Report for 1869. *H. F. H.*
Miss Sadie Hathaway, of Class III.

READING. "The Public Schools and Citizenship." From the Report for 1870. *H. F. H.*
Master Frank K. Allen, of Class I.

SONG. "Memorial Flowers."
School.

READING. Moral Instruction. From the Report for 1880. *H. F. H.*
Miss Luella A. Warren, of Class IV.

READING. High Schools. From the Report for 1877. *H. F. H.*
Miss Nellie B. Crapo, of Class IV.

SONG. "Come, said Jesus' sacred voice."
School.

READING. Results of the Public Schools. From the Report for 1878. *H. F. H.*
Miss Lizzie Heppenstall, of Class III.

READING. The Position of New Bedford Schools among those of New England. Report for 1881. *H. F. H.*
Miss Lottie B. Chase, of Class IV.

CLOSING WORDS.
The Principal.

POEM. *Mrs. E. W. Stanton*
Miss Edith M. B. Taber, of Class I.

SONG. "Our Father in Heaven."
School.

Mr. Huling spoke as follows:

Our service is now drawing to a close. Our affection and esteem for this dear friend have been voiced by the poets' strains. His own rich thought has found expression through the lips of these young people whom he loved. For an hour we have renewed our intercourse with him, and it has been good for us to be here. Before we separate,

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let me direct your attention to certain traits in his character worthy of our admiration and our imitation.

His private life was sweet and pure and unselfish. Those who knew him best loved him most. Not all strong men are good men; but his character was both strong and good. How is it with you, my boys and girls? Are you aiming at the same shining mark? Or are there oft in your hearts unhallowed impulses that govern your acts, color your words or tinge with dark hue your thoughts? Has selfishness a leading place among your motives? Place frequently before you the picture of this right-hearted, noble-spirited, unselfish man. Let his spirit seize *your* spirit and lift you to a higher plane.

Again, our friend was a diligent, an enthusiastic worker. That frail body, throbbing with its tireless spirit, often told in speechless voice the tale of weakness and fatigue, and invited our counsel of rest. But no, no rest till his work was done. Enthusiasm is sometimes called a prerogative of youth, but in him not three score years and ten had quenched the fire of the heart or dimmed the eye of the soul. Nor was his energy a matter of fits and starts. He was persistent in his labor and ever busy. Busy in action, busy in thinking, yes, busy in framing the voice of his thought. For let me tell you a secret. Those ringing sentences, that wealth of language, were not an accidental acquirement, but the result of care and faithful pruning. He wrote and re-wrote, read and re-read, as few of you are willing to do. And the result bears out the wisdom of his method. His school reports are the best of his time; none in New England are more widely sought, secure more attention, or do more good.

Still again, he was an earnest seeker after truth. Your work will not all lie in fields like his. Whether among children, amid the marts of business, or in the quiet home, let the search for truth be a leading aim in all your thinking and your living. She leads her followers ever upward, toward the centre of all moral virtue, God himself. He was loyal to truth, and for her sake even bore reproach. Like Emerson, he thought it better to be right, than to be consistent; and with advancing years did not disdain to accept new views. This is not fickleness, but fuller knowledge and loyalty thereto. How can we grow except by change?

Mr. Harrington never seemed old in spirit. What kept him thus, through trials many and infirmities not few, always fresh and elastic, "enthusiastic as a child"? That very phrase tells all. He loved the children. Their bright faces, their expanding hearts and budding intellects, their futures so full of promise and more open to his view than to their own short foresight,—all these were a lovely picture for him. And as he gazed, he himself grew young again. Thus while he gave to you of his wisdom, his care, his very life, you all unconsciously were giving back that which warmed his heart, comforted his loneli-

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ness, and cheered his solitary path adown the slope that ended at yonder grassy mound.

Let us cherish his memory, recall his words, and, above all, form our lives upon the principles that animated him. If we do this: if we strive, as he did, to make our lives innocent and wholesome; if we seek to know wisdom and pursue it; if we join a vivid enthusiasm to patient labor; then shall we build for him "a more enduring monument than bronze, and loftier than the royal structure of the pyramids." For these shall perish by the hand of time, but the form of the soul is eternal.

FIFTH STREET GRAMMAR SCHOOL.

At this school the memorial services began at 11 o'clock, and continued for more than an hour. Addresses were made by Mr. Allen F. Wood, the principal of the school, and Mr. James C. Briggs, a member of the Sub-Committee on Grammar Schools. Miss Helen L. Hadley, one of the teachers of the highest grade, read such selections from Tennyson's "Ode on the Death of the Duke of Wellington" as were particularly appropriate on this occasion. Mr. Wood read the resolutions passed by the School Committee on hearing of Mr. Harrington's death, and also read the addresses made by Dr. George H. Dunbar and Charles T. Bonney, Esq., in presenting these resolutions to the Board. At appropriate intervals the advanced class sang four beautiful hymns with titles as follows: "Come unto me when shadows darkly gather," "Submission," "God is love," and "Abide with me."

Mr. Wood spoke as follows:

Last year and for some years past, we have had with us a very feeble man as Superintendent of Schools. The School Committee and teachers have been pained to see his health steadily failing, and to realize that at no distant day his spirit would take its flight and he would be with us no more. This feeling of the teachers and committee was only an intensified form of the feeling that was experienced by a large circle of friends in the city, who have been more or less intimately associated with him during the past twenty-three years. But the end was to come, and it has come. Mr. Harrington is dead. We shall see him no more in this hall, where he has frequently been,

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and in your rooms you will miss his kind, familiar face; but from this day forward we will always cherish pleasant memories of the dear old man, and let the inspiration of his life move us onward and upward to better deeds and a nobler manhood.

It will always be a pleasant memory to me when I recall that Mr. Harrington's last public service was rendered in this hall. It was on the 30th of June, in connection with our last annual graduating exercises. He was then so weak that he had to depend upon kind friends to assist him in climbing the stairs. Yet, when he entered this hall on that occasion, weary, and worn, and sad, he had a pleasant smile for all who greeted him. He sat and listened with apparent interest to the exercises of the graduating class, even to the very last. Then came his turn. He had been designated by the Grammar Committee to make a few remarks to the pupils about to be graduated, and to present to them their diplomas. He rose in all his feebleness, and with almost superhuman effort he aroused himself to meet the emergencies of the occasion. He was equal to the task. As he addressed the class, it arose in a body, and stood in respectful silence to listen to the last public utterances of a man they had known and loved from infancy. His speech, though short, had much of its old-time fire and brilliancy, and there was no apparent lack of his usual enthusiasm. He reminded the members of the class that they were now old enough to assume responsibilities, and that they ought to do so; that they must not expect that their parents could always care for them, or that they ought to if they could; that, as their parents had always worked for them, they ought now to realize that they can do much to aid their parents. He reminded them that life is a grand opportunity to do good, and that they ought not to waste it. He then called the members of the class to him, one by one, and presented to each his diploma. As I look back upon this act of his, it seems as though each diploma were a dying man's benediction, bestowed with tender care upon a child over whom he had watched, and labored, and prayed.

Thus closed the public labors of the man we mourn to-day. And we can but have a peculiar interest in these memorial exercises, because of the fact that it was here in this hall that Mr. Harrington performed his last public service.

A little incident of peculiar interest on an occasion like this occurred some time ago in my reception room. I had purchased a large picture of Mr. Harrington and hung it over my desk. This is the picture here before you, and it is the first large picture of Mr. Harrington ever hung in a public school-room in this city. At the time I allude to, I had not told Mr. Harrington that I had it, thinking that I would let it greet him as a surprise some day when he should make me a visit. It had not been there long before Mr. Harrington came in, and it was to him a genuine surprise. I remember well how he stood

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there before it in silence for a brief moment, and then said with considerable emotion, "I didn't know as anybody thought enough of me to buy my picture and hang it in a public place." He then ceased to speak and seated himself. I saw he was unusually affected, and did not disturb his reflections. In a moment or two he recovered perfect composure and self-control, and in very beautiful and touching language expressed his gratitude for this evidence of affectionate regard.

I wish now to say a few things about Mr. Harrington's character and habits of life and thought.

First I want to speak of him as a temperate man. He indulged in no excesses. His habits of life and living were simple. His home was plainly furnished, but was neat, ample and comfortable. He had few things in his house merely for show. I an not aware that he had any. His habits in respect to his own personal attire were the same as those manifested in furnishing his home. No expensive, gaudy suits adorned his person, but he was always clad in plain, neat, comfortable clothing. His adornments were not in his clothes, but in his head and heart. His habits of living were as plain and simple as those relating to his dress. Here, as elsewhere, he indulged in no excesses. He used no tobacco, or other narcotic, no spirituous or malt liquors, and fed himself with the plainest of wholesome foods. His temperate, sensible habits of life account in a great measure, I believe, for the great amount of intellectual work he was able to do all through his declining years, up almost to the last moments of his conscious existence.

Mr. Harrington was a religious man. He believed in the God we believe in; the God that created the earth and us. He believed that God's power was manifest in the maintenance of the world and in the preservation of its inhabitants. He believed that God's goodness was plainly seen in all his works, and especially in those economic arrangements that contribute to the happiness of man. He believed also that God, by his spirit, works in the hearts of men, to elevate their characters and ennoble their lives. His own words to me one day on this subject were these: "I believe in a change of heart by spiritual influences." And the serious, earnest enthusiasm with which he uttered these words, was a strong evidence to my mind that he was speaking from an actual experience. May it not have been so? Do we not know that he was actuated by a higher, nobler spirit than that which actuates the great mass of mankind?

Again, Mr. Harrington was affectionate in his nature. He seemed to be drawn out with a tender regard for everybody's comfort and improvement. Of course, his affectionate nature was most manifest in his intercourse with the members of his own family. Here it was that he spared not himself in caring for an invalid wife. Here it was that he guided with rare skill the education of his children, two of

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whom live to mourn his departure. And here it was that motherless grandchildren found a home, a home of comfort, a home of love. No one could enter this home and remain in it any length of time without the conviction that a large-hearted, generous spirit pervaded it. But, as much as Mr. Harrington was in his own home, his home did not by any means absorb the whole of his manhood, or even any large proportion of it. His field was not his home, but his country. He seemed to feel that he belonged to no limited class of kin, wealth or power, but to his race, and his whole thought seemed to be, How can I aid in lifting the masses to higher and more ennobling lives? It was through education in public schools that Mr. Harrington saw the largest opportunity of doing good and aiding his fellow-creatures. And so it was that he threw himself with all the energy of his being into the work of developing the public schools, here and everywhere, to their highest points of usefulness. In suggesting plans for the improvement of schools, he always had a thoughtful regard for the care-worn teacher, and a tender, affectionate regard for the over-worked, or the misworked, child. Both the teacher and the child felt that in Mr. Harrington he had a warm-hearted friend, and as we think of Mr. Harrington to-day we realize more than ever the great loss we have suffered.

Again, Mr. Harrington was an industrious man. Though he was feeble for many years and might well have been excused from hard, taxing efforts, he was ever at work. He seemed to abhor idleness. His work for the last quarter of a century was directed towards the improvement of public schools, and so much did he see that needed to be done, that neither day nor night did he give himself needed relaxation and rest. A method of teaching needed to be improved, and his mind was on it day and night till he had decided how in his judgment it should be modified. A vice of school management existed anywhere, and he talked and wrote about it till the vice was acknowledged and abandoned, and a rational method adopted. So it was, that, day and night, week in and week out, year in and year out, Mr. Harrington pursued one ceaseless round of toil. His efforts were bounded only by his power of endurance. The poor man now has time to rest.

Looking as we do to-day at Mr. Harrington's relentless habit of industry, I can hardly urge upon you to tax yourselves as unsparingly as he did, but I can urge you to all reasonable habits of activity, both in the development of your own intellectual powers, and in the assistance you may render to your fellow-creatures.

I can hardly close this address without speaking somewhat briefly of one more element in Mr. Harrington's character. He was an ardent lover of rational methods and a sound education. His keen intellect detected with rare discrimination the sham methods of teaching, and his facile pen attacked them vigorously, both in poignant sarcasm and

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in forcible, logical reasoning. In considering some of the older and more barbarous methods, he could hardly possess his soul in patience, but with a Napoleonic vigor he made his attack, pursued the foe, and often gained a brilliant victory. I have no time to recount his attacks upon the cumbersome old geographies, the overloaded arithmetics, and the abominable histories with all their minutiæ of detail; neither can I speak of his efforts to do away with the old, false methods of teaching language, and to secure better ones; nor can I tell you how he wrote and talked against the old-time examinations and marking, and the importance that was attached to them. And, further, I cannot take time to describe to you his efforts to make the teacher's work better, and to raise it in public estimation. All this must be learned from his published reports and other writings. Suffice it to say that to him, as much as to any one man, we are indebted for our modern methods of teaching and managing schools, and, in conclusion, I think it is not too much to say that there is hardly a school in the country that is not the better for the life and labors of Reverend Henry Francis Harrington.

PARKER STREET GRAMMAR SCHOOL.

The following programme was rendered by the school:

DIRGE. "Why do we mourn?"
Miss Ruth P. Almy.

PSALM CXXI.
School.

CHANT. "If I were a voice."
Fifth Grade.

READING. In Memoriam LIII.
Principal.

HYMN. "Eventide."
Fifth and Sixth Grades.

HYMN. "Cast thy burden."
Fifth Grade.

PSALM OF LIFE.
Seventh Grade.

APPROPRIATE EXCERPTS.
From members of each grade.

HYMN. Bethany.
School.

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Mr. Mosher spoke as follows:

In accordance with a vote passed by the Board, we assemble here to-day to honor the memory of him, our lamented superintendent, who for twenty-three years has been to us friend, counsellor and guide; and as we think of the hundreds of children, from the thirteenth to the first grade, who to-day, at this hour, in our beloved city, join with us in these sweetly sad duties, we are reminded that of all these hundreds not one pupil met his glance when twenty-three years ago he entered on the duties of his office here; and we wonder as we question, Whither came and whither go this army of souls, whose welfare here on the shores of time, and there in the vast beyond, so nearly and dearly touched his heart and occupied his every waking hour and mingled in his nightly vigils and dreams?

His was no sad, gloomy spirit, but the soul of hearty, healthy mirth and enjoyment, and in his weakness, in his later years, there were no complaints of his condition and feelings, and if he *seemed* to be occupied with them, as he sat by your side, and you turned in sympathy to him, his eye would light up as he gave to you some new idea he had just evolved, while he sat so apparently wrapped in his own indisposition. His frail and weak body housed a dauntless tenant that was ever a leading spirit in every boyish sport and game, being ever in the thickest of a football bout or in the forefront of a college rush or prank.

He was ever uniformly kind, and never forgot to be the gentleman in his daily intercourse with his subordinates, and, when he was obliged to reprove, his manner dulled the sting, while his sympathy deepened its effect. It was my pleasure to meet him in the family circle, where all that was kind, gentle and thoughtful of others, and forgetful of self, shone forth most conspicuously, while the ever-thoughtful devotion to her whose constant suffering was his cherished opportunity, by day and by night, and his cheery tone, full of feeling, gave but a faint idea of that never-forgotten kindness of heart which ever responded to every call upon its sympathy; and his "What is it, dear?" to the little child, given in unmistakable and ever-to-be-remembered tone, reassuring and placing at its ease the trembling child, lives in many a heart to-day.

Ever from natural inclination a student, he was an omnivorous gleaner, and all was transmuted by his strong mental grasp, and became visible at an hour and at a need he ever knew would come. Such ready words, such strong words, such convincing words, and words the more to be wondered at in their effect, as given forth by a voice so weak and devoid of music in itself, which he so oft regretted, yet in its sympathy and enthusiasm ever told as his heart intended it should. Never at a loss for words, choice, fit and telling for the occasion; and

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had such wealth of language been joined to a voice as rich and full, what the world of schools would have lost as an educator, the wider world would have gained as an orator.

Not only was he at home with his books, but delighted to spend the hours of his leisure in working with his tools, in the use of which he was more than commonly handy, and many a household repair, addition, and here and there an article of furniture, testified to his skill.

His twenty-three years of service in the public schools of New Bedford cover the most flourishing and progressive, if not the largest portion of their history, and those of us who have labored with him in their exaltation look back with wonder at the amount he has accomplished.

He found many things in existence here which his experience had proved detrimental to the well-being of the school system, and he hastened to relieve it of their pernicious influence and cumbersome weight. A mixed school, containing the dull, the slow, the froward alone, culled from the various sections of the city, fell under his quick sense of right, as unjust to its pupils and contrary to the laws of natural growth, where the presence of the bright, the quick, the well-disposed, stimulated the less favored to the exercise of their powers, instead of becoming more and more confirmed in their unfortunate bias, for want of something nobler to raise them to a higher level.

He found an anomaly in the system of grading, in the form of an "intermediate department," partaking of the nature of both primary and grammar grades. With sturdy blows he divided the monstrosity, relegating each portion to its appropriate sphere, while at the same time bestowing hearty and discriminating praise upon the faithful teachers who had made so incongruous a system so far successful.

Again, his quick eye spied out another weakness in the chain,—two schools, almost within a stone's throw of each other, contrary to the principle governing every other in the city, dividing brother from sister, and each claiming one sex alone, while one was periodically the scene of outbreaks, only possible from the massing of rough and turbulent spirits, wholly separated from the only element whose presence alone could prevent the occurrence of such turbulence. Earnestly he wrought till the desired change was instituted, and an equilibrium being established, the former disgraceful opposition against lawful authority became legends only of the past.

This building, crowded to its most dangerous limit, he beheld with alarm, and summoned the mayor of the city, the first *ex-officio* chairman of the Board, and one well aware of the claim of our citizens for immunity from risks to their children's lives from a conflagration in a building warmed by so complicated a system of heaters and pipes, and the result of their examinations, after almost indicting the authorities for criminal neglect in jeopardizing the lives of so many children, ter-

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minated in putting into a building, although of not the most sightly appearance, yet the best arranged for grammar purposes in the city, the largest school of that grade then in the county.

The grammar and primary grades being well housed in comfortable buildings, which his own study, foresight and architectural skill helped to plan, he turned his eyes towards the High school; and behold! how goodly a structure rose as a crown to all his toil.

While the externals of his charge thus, from year to year, became better and better, the internal kept steady pace, rounded and improved by the careful revision of the whole system of instruction, to which he brought his own enthusiasm and critical knowledge, aided by the ripe experience of his teachers, who entered most heartily into the work. Thus came one of the first Manuals of Instruction in order of time and excellence, which was sought for from far and near, so long the law and controlling principle of discipline and method, and with what results see in these schools, which, though separated from his bodily presence, retain the momentum of his vitalizing influence and continue to run to-day without even the shadow of a jar.

He was no iconoclast, but no venerable institution or idol, not even gods of his own creation and setting up, were safe from his demolition or dethronement; yet was he not fickle, and though to the thoughtless or careless reader of his yearly report he seemed vacillating, yet to one who knew his yearly, almost Herculean task of harmonizing and bringing into working order elements necessarily opposite in idea and aim, and who read between the lines, there ran a strong thread of progressive consistency, which gave way for the time when it must, when overborne, but the obstacle having been surrounded, surmounted or undermined, marched on to its destined victory, conquering by patient, persistent mental power, where mere physical power fails.

Patient, gentle, enthusiastic, uncomplaining worker in this world, where such are so much needed, thy life's lesson to us is, to-day, Seek not for selfish ease and rest, but live for the betterment of those around you, that by their larger and nobler life they, in turn, may be able to hand down the blessing, broadened, deepened, and enriched; thus, while reaping no small harvest yourselves, will you help bring on that brighter day for which it is our delight as well as duty to labor. To-day you enjoy the rich fruition of the earnest efforts and sacrifices of those gone before; and while we desire you to partake to your utmost, we wish you to be mindful of the obligation you drink in, to hand down a larger, richer, purer draught, inasmuch as you have fuller opportunities than those who left their best for you, upon which to enlarge and improve.

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MIDDLE STREET GRAMMAR SCHOOL.

The following programme was performed in the hall where the whole school had assembled:

SONG. "Come unto Me."
SELECTION.
School.
RECITATION. "Garlands upon his Grave."
Emma Balloch.
SONG. "One Sweetly Solemn Thought."
CLASS RECITATION.
ADDRESS.
G. H. Tripp, the Principal.
SONG. "Eventide."
School.
RECITATION. "Thanatopsis."
School.

Mr. Tripp said:

I believe that this is the first time we have all met in this hall, and now we are here for a peculiar purpose. It is very fitting that we should assemble to do honor to Mr. Harrington, a man who, though feeble in body, yet with marvellous strength of mind, had given over twenty years of his life for the children of New Bedford. Most people at your age think that a man at fifty years is very old. It is a remarkable fact in Mr. Harrington's career that when over fifty years of age, after having successfully been a minister of the gospel and an editor of a paper, he should take up what proved to be his life work, the education of children. And this was the work which made him famous. I say famous meaningly, for his influence in educational matters was not only felt in New Bedford, but all over New England. For a few years past his face has not been so familiar in our school-rooms as formerly, but his work has been none the less vigorous. In his office, day after day and night after night, even up to the last month of his life, he was busily engaged in school work. He is also known to us by his text-books. It is a wonderful fact that the text-books which Mr. Harrington wrote were all grammar school books. Harper's Elementary Geography, which almost created a revolution among the methods for teaching geography before existing, was Mr. Harrington's. His spelling-book is in many respects the best text-book ever made. When he died he was at work on another book, a history. He one day told me the plan of the work. It seemed to me most admirable. His work was also shown in a way which the teachers will appreciate, in his annual reports, which for twenty-five

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years were filled with educational wisdom. Every page glitters with thoughts expressed in the choicest language. In the school-room he always had a word of encouragement and cheer, making everybody glad to see him enter the room. In his loss we all feel that we shall miss a wise counsellor, a noble educator and a true friend.

THOMPSON STREET SCHOOL.

The following programme was rendered at this school:

1. Name, date and place of birth and death, and a few other details, put on board and read by class.
2. Readings by the teacher, of the biographical accounts contained in the local newspapers and in various educational magazines.
3. Incidents of Mr. Harrington, related by members of the class.
4. Comments and additional reminiscences by the teacher.
5. Each pupil presented with an excellent wood-cut of Mr. Harrington.
6. Pupils copy on the backs of these pictures the details already on the board.
7. Singing by class.

In some rooms appropriate poems were read. No formal remarks were made, as there is no assembly hall in the building.

PRIMARY SCHOOLS.

There being no hall nor large room in the Primary schools where the children could all be assembled, the teachers of the different grades were obliged severally to conduct the Memorial Exercises in their respective rooms. Substantially the same general order was followed by all. They had the same object, were actuated by the same spirit, were warmed by the same love. To publish in detail their individual remarks and programmes would necessarily be mere repetition.

It seems better, therefore, to give only the order of exercises in each room. It was naturally the aim of the teachers to call to mind those characteristics of the man which in their intercourse with him had made the deepest impression on their own minds, giving in review such acts

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and habits of his life as would most interest the children and leave upon their minds and in their hearts good and pleasing recollections.

They spoke of Mr. Harrington's work in behalf of the children, of his interest and love which led him to do so much for them, and, above all, of his heart's desire that they should grow to be good and useful men and women in their day and generation. They enlarged upon the heartiness with which he entered into and carried on his work, his devotedness thereto, his kind and genial ways, his invariable cheerfulness, his wish that the school-rooms should be made attractive, and that they should be happy in them.

The scholars were invited to tell their own simple stories, and their pleasant recollections which they recalled in connection with his visits to the schools formed one of the most interesting features of the hour.

After the exercises were over at the Dartmouth Street school, the scholars, numbering nearly two hundred, each carrying a bouquet, marched to the Rural cemetery, where the grave of our dead superintendent was strewn with the flowers in which he delighted, by the hands of the children he loved. An original hymn, composed for the occasion by Miss Sara H. Kelley, was sung.

Most of the rooms were very prettily decorated, and everything was done in such a way as would have been very grateful to Mr. Harrington, could he, as he may have, seen and known it all. His portrait, decorated with evergreens, held a conspicuous place. Brighter and more enduring than the decorations of our dead friends picture on that sad day, will be our memories of him and his long labor of love.

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CEDAR GROVE STREET.

READING OF PSALM CXXI.
Miss Estes.
ADDRESS TO THE CHILDREN.
Principal.
SONG. "Jesus, Lover of my Soul."
School.
PSALM XXIII.
School.
SHORT SELECTIONS.
Children of the different grades.
SONG. "Nearer, my God, to Thee."
School.
SELECTION FROM LONGFELLOW.
Miss Delano.
SELECTION. "Farewell."
Miss Estes.
SONG. "Shall we gather at the River?"
School.
READING. Poem by Miss Kelley.
Miss Shaw.
SONG. "Sweet By-and-By."
School.

LINDEN STREET.

PRAYER IN VERSE.
School.
RECITATIONS.
Children.
READING. "The Happy Land."
Principal.
SONG. "Little Children are the Jewels."
School.
RECITATIONS OF SELECTIONS AND PROVERBS.
School.
SONG. "Bringing in the Sheaves."
School.
BRIEF SKETCH OF MR. HARRINGTON'S LIFE.
Each Teacher.
READING. "Psalm of Life."
Principal.
SONG. "Shall we gather at the River?"
School.

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READING. "Burial of Moses."
Miss Luscomb.
SINGING.
READING. "Look at that Spreading Oak."
Miss Luscomb.
SINGING.

MERRIMAC STREET.

SONG. "A Wonderful House have I."
School.
SHORT SKETCH OF MR. HARRINGTON'S LIFE.
Principal.
SONG. "Gather up the Sunbeams."
School.
RECITATION. "Honest and True."
Albert Barber.
READING. "That's how."
Florence Mitchell.
RECITATION OF PROVERBS.
Tenth Grade Pupils.
SONG. "Something for Children to Do."
School.
RECITATION. "A Short Sermon." *Alice Cary.*
Mamie Parsons.
READING. "Tom's Victory."
Nine Pupils of the Tenth Grade.
SONG. "I Think when I Read that Sweet Story."
School.

MAXFIELD STREET.

LORD'S PRAYER.
School.
SINGING. "Jesus Loves even me."
School.
SKETCH OF MR. HARRINGTON'S LIFE.
Principal.
RECITATION. "H. F. H."
Tenth Grade.
SINGING. "Scatter Seeds of Kindness."
School.
RECITATION. XXIII Psalm.
School.
SINGING. "Jewels."
School.

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CEDAR STREET.

SONG. "Nearer, my God, to Thee."
School.
XXIII PSALM.
School.
SKETCH OF MR. HARRINGTON'S LIFE WITH APPROPRIATE REMARKS.
Teachers.
SONG. "Scatter Kind Words all around you."
School.
RECITATION. "If I were a Sunbeam."
School.
READING. "Psalm of Life."
Edith Lewis.
SONG. "Let us be Tender, Trusty and True."
School.
READING. A poem.
Miss Allen.
READING. CXXI Psalm.
REMINISCENCES OF MR. HARRINGTON'S LIFE.
Children.
SONG. "Sweet By-and-By."
School.
RECITATIONS.
School.
LORD'S PRAYER.
School.
XXIII PSALM.
School.
SONG. "Oh! how I Love Jesus!"
School.
RECITATION. "All Things Bright and Beautiful."
RECITATION. "Your Hands may be Small."
SONG. "Lead us, Heavenly Father."
School.
SONG. "We are a Band of Children."
School.

KEMPTON STREET.

XXIII PSALM.
Tenth Grade.
SHORT SKETCH OF MR. HARRINGTON'S LIFE.
Principal.
SINGING.
School.

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QUOTATIONS.
Tenth Grade.
RECITATIONS.
Eleventh Grade.
SINGING.
School.
PSALM OF LIFE.
Tenth Grade.
SINGING.
School.
READING. "A Short Sermon." *Alice Cary.*
Tenth Grade Pupil.
SINGING.
School.

WILLIAM STREET.

SINGING. The Lord's Prayer.
School.
XXIII PSALM.
School.
READING. CIII Psalm.
Principal.
SKETCH OF MR. HARRINGTON'S LIFE.
Principal.
QUOTATIONS.
School.
SINGING. "Sweet By-and-By."
School.

FOURTH STREET.

XXIII PSALM.
School.
SINGING.
RECITATIONS.
QUOTATIONS.
School.
SINGING.
INCIDENTS OF MR. HARRINGTON'S LIFE REMEMBERED AND TOLD.
Children.
REMARKS.
Teachers.

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ACUSHNET AVENUE.

CLASS RECITATION OF PROVERBS AND MEMORY GEMS.
RECITATION. "How to Live."
DECLAMATION. "The Summons."
RECITATION. "The Loom of Life."
DECLAMATION. "One by One."
READING. "After."
READING. "Psalm of Life."
SKETCH OF MR. HARRINGTON'S LIFE.
SINGING.

GROVE.

SINGING. "Beautiful Home above."
School.
SKETCH OF MR. HARRINGTON'S LIFE.
Teacher.
REMINISCENCES OF MR. HARRINGTON'S LIFE.
Children.
APPROPRIATE SELECTIONS.
LINES COMPOSED BY MISS FINLAN, READ TO THE TWELFTH GRADE.
SINGING.

THOMPSON STREET.

APPROPRIATE REMARKS.
Principal.
REMINISCENCES OF MR. HARRINGTON'S LIFE.
Children.

ARNOLD STREET.

READING SELECTIONS FROM THE PSALMS.
REPEATING SELECTIONS FROM THE PSALMS.
REPEATING THE LORD'S PRAYER.
SINGING.
REMARKS.
SINGING.

DARTMOUTH STREET.

PSALM I.
School.
SCRIPTURE SELECTIONS.
Each Child.
ACCOUNT OF MR. HARRINGTON'S LIFE.
Principal.

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SINGING.

School.

POETICAL QUOTATIONS.

Children.

POEM.

Teacher.

SINGING.

PROCESSION FORMED AND MARCHED TO MR. HARRINGTON'S GRAVE IN RURAL CEMETERY.

SONG.

GRAVE DECORATED.

SONG. Composed by Sara H. Kelley.

School.

NORTH MILL.

REMARKS.

Principal.

CXXI AND XXIII PSALMS.

School.

REMINISCENCES OF MR. HARRINGTON'S LIFE.

Children.

EXTRACTS FROM ANNUAL SCHOOL REPORTS.

SINGING.

READING. "Life's Journey."

Principal.

APPROPRIATE REMARKS.

SOUTH MILL.

REMARKS.

Principal.

EXTRACTS FROM ANNUAL SCHOOL REPORTS.

REMINISCENCES OF MR. HARRINGTON'S LIFE.

Scholars.

ACUSHNET.

SINGING.

SELECTION FROM THE BIBLE.

REMINISCENCES.

READING. "Psalm of Life."

REMARKS ON MR. HARRINGTON'S LIFE.

Principal.

READING. "He Giveth His Beloved Sleep."

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CANNONVILLE.

XXIII PSALM.
School.
SINGING. "God is Love."
School.
QUOTATIONS.
SINGING. "Jesus Shepherd of the Sheep."
School.
REMARKS.
Principal.
SINGING. "He Helpeth and Watcheth us."
School.

ROCKDALE.

SINGING.
School.
XXIII AND CXXI PSALMS.
School.
READING. "Lines to the Memory of Thomas Shipley."
Principal.
APPROPRIATE REMARKS.
Principal.
SINGING.

CLARK'S POINT.

INCIDENTS FROM MR. HARRINGTON'S LIFE.
RECOLLECTIONS OF MR. HARRINGTON'S LIFE.
Written and read by the Children.
APPROPRIATE REMARKS.
Principal.
QUOTATIONS.
School.

At a meeting of the City Council held Nov. 25th, 1887, a special committee of that body having charge of a proposed memorial in honor of Henry F. Harrington, made the following report, which was ordered to be spread upon the records:

The Special Committee to whom was referred the resolution of the School Committee recommending some action on the part of the City Council as a memorial of the life and services of Henry F. Harrington, deceased, late Superintendent of the Public Schools of New Bedford,

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beg leave to make the following report in conjunction with a special committee from the School Board that was appointed by that body to confer with us.

Your committee feel that it is well nigh impossible to add, by further public ceremony, anything to what has been said and done in honor of the memory of Mr. Harrington, all of which was most eminently deserved. For if a life of earnest devotion to duty, consecrated to the work of stimulating the youth to higher mental attainments and a nobler life, was ever worthy of hearty recognition, the life of Mr. Harrington can fairly claim such a tribute.

But the very appropriate action of the School Committee, of which body he was the honored and faithful Secretary for so many years; the more recent memorial exercises held in our various public schools, over which, as Superintendent, he had watched with almost parental affection and care for a quarter of a century, and the further fact that the educational journals throughout the country have so universally referred to his death in terms of esteem and mournful eulogy, all confirm us in the belief that additional public recognition of his services in the cause of education would be idle. His services in that regard have made his name immortal. Nominally he was Superintendent of the Public Schools of this city only. Practically he was Superintendent of Schools of the whole continent. His earnest thought, noble ideas and advanced views on all matters pertaining to our system of education were eagerly sought, read and published throughout the land. He thought and wrote for mankind, and combined with the beauty of thought was the elegance of diction which gave to all his writings such a fascination and charm.

Fortunate was the city that so long had the benefit of his varied learning, wide experience and manly life, and your committee take great pleasure in indorsing all that has been said in praise of Henry F. Harrington, both as a scholar and a man.

For the Committee.

WENDELL H. COBB, Chairman.

For the Committee.

GEORGE H. DUNBAR,
Chairman.

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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE SUPERINTENDENT'S ANNUAL REPORT,

FOR THE YEAR 1888.

NEW BEDFORD:
MERCURY PUBLISHING COMPANY, PRINTERS TO THE CITY.
1889.

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REPORT.

By direction of the School Committee I submit to our fellow-citizens the following Report for the year 1888.

STATISTICS OF THE SCHOOLS.

I. POPULATION.

The population of the city (census of 1880) was	26,875
The population of the city (census of 1885) was	33,393
School census, May, 1888 (children between 5 and 15 years of age),	6208

BY WARDS.

Ward One,	1964
Ward Two,	703
Ward Three,	649
Ward Four,	457
Ward Five,	753
Ward Six,	1682

The last school census shows a growth in population of children between the ages of five and fifteen years since 1883 of 1077.

Owing to the rapid growth of the city, the enrollment of pupils in the public schools is about the same as in 1883, although (1500) fifteen hundred pupils have been withdrawn from them during that time. All the private schools

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of the city have enrolled during the year 1855 pupils. If the number enrolled in the public day schools during the year (5477) be added to those enrolled in the private schools the sum total is 7332, the total number of pupils enrolled in all the day schools of the city. Probably a few pupils have been enrolled in both public and private schools, and their names may have been computed twice in making up the total enrollment. This contingency has been guarded against, however, as far as possible, and the figures given above are as near correct as care can make them.

II. SCHOOLS.

High,	1
Grammar,	4
Primary,	13
Country,	6
Mill,	2
Farm,	1
Total,	27

III. SCHOOL BUILDINGS.

Number of buildings owned by the city,	25

ROOMS USED FOR SCHOOL PURPOSES (DAY SCHOOLS).

High,	15
Grammar,	39
Primary,	53
Mill,	2
Country,	10
Farm,	1
Rooms available not used for day schools,	3
Total,	123

Rooms used for both day and evening schools,	19
" " " evening schools only,	3
" " " " drawing schools,	3
Total,	25

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IV. TEACHERS.

Whole number in service, Dec., 1888,		166
As follows:		
High school,	11	
Grammar schools,	39	
Primary schools,	52	
Mill schools,	2	
Country schools,	10	
Special teachers,	7	
Farm school,	1	
Temporary assistants,	5	
Evening schools,	39	
Total,		166

V. PUPILS. (DAY SCHOOLS, 1888.)

	Boys.	Girls.	Total.
Whole number pupils enrolled of all ages,	2690	2787	5477
Average number of pupils belonging,			3988
Average daily attendance,			3652
Per cent. of attendance,			.91
Number of half-days' absence,			112,593
Number cases tardiness,			13,779
Number cases dismissal,			11,423
Number cases truancy reported by teachers,			270
Number cases corporal punishment,			2274
Half-days' absence of teachers,			675
Number cases tardiness by teachers,			156
Number of visits made the schools by superintendent,			376
Number of visits made the schools by the committee,			423

EVENING SCHOOLS. (FALL TERM, 1888.)

	Boys.	Girls.	Total.
Whole number pupils enrolled,	877	543	1420
Average number belonging,			992
Average nightly attendance,			764
Per cent. of attendance,			.77

EVENING DRAWING SCHOOL.

	Boys.	Girls.	Total.
Whole number pupils enrolled,	74	13	87
Average number belonging,			67
Average nightly attendance,			60
Per cent. of attendance,			.89

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PRIVATE SCHOOLS, 1888.

Whole number pupils enrolled,	1855
Average daily attendance,	1467

HIGH SCHOOL. (SPECIAL REPORT.)

Whole number enrolled in High school by grades, Sept. 3 to Dec. 21, 1888:

	Boys.	Girls.	Total.
Post graduates,	4	7	11
Class I.,	19	40	59
Class II.,	25	58	83
Class III.,	35	53	88
Class IV.,	55	56	111
Totals,	138	214	352

Whole number enrolled in High school by grades, Sept. to Dec., 1887.

	Boys.	Girls.	Total.
Post graduates,	2	9	11
Class I.,	21	34	55
Class II.,	23	50	73
Class III.,	32	65	97
Class IV.,	54	74	128
Totals,	132	232	364

Instead of a detailed statement of the school statistics for the Fall term only being given in connection with this part of the report, a table embodying the reports of each school for the whole year is appended to the superintendent's report.

COST OF INSTRUCTION PER SCHOLAR.

The statistics of this table, in conformity to the statute, include hire of teachers, fuel, care of school houses, books furnished by the city, and supplies in general, except those from the income of the Howland fund. The basis of computation is the average number belonging to each school. The term "care of school houses" includes only the salaries of janitors.

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The cost of maintenance of each scholar in the High school for the year has been	$44.37
Grammar schools:	
Fifth street,	23.16
Middle street,	24.68
Parker street,	22.36
Thompson street,	23.88
Primary schools:	
Acushnet avenue,	17.24
Arnold street,	24.34
Cedar street,	17.53
Cedar Grove street,	21.75
Dartmouth street,	18.77
Fourth street,	18.63
Grove,	17.26
Kempton street,	16.22
Linden street,	22.03
Merrimac street,	26.70
Maxfield street,	21.98
Thompson street,	16.00
William street,	21.05
Country schools:	
Acushnet,	22.16
Cannonville,	14.79
Clark's Point,	35.32
North,	22.76
Plainville,	22.66
Rockdale,	24.15
North mill,	40.39
South mill,	32.12
The average cost of maintenance of a grammar scholar has been	$23.34
Primary scholar,	19.09
Of a scholar in a country school,	21.14
Of a scholar in a mill school,	36.58
Of a scholar in an evening school,	5.14

As has been stated in previous reports, no just comparisons can be instituted, based on this table, as to the degree

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of economy exercised in the different schools; the circumstances of the various schools are so different. Some schools have a much smaller number of scholars to a teacher than others, and this circumstance greatly increases the comparative cost per scholar. Still again, the methods of heating some of the school houses involve a much greater expense for fuel and oversight than is the case with others, with similar results as to the comparative cost.

Respectfully submitted.

WM. E. HATCH,
Secretary.

EXPENDITURES.

The Committee on Expenditures herewith submit their Report for the year 1888, as follows:

RECEIPTS.

From annual and special appropriations:		
For teachers' salaries,	$81,000.00	
Incidentals (including text books),	24,503.30	
Repairs of school buildings,	4,600.00	
	$110,103.30	
Dog fund,	400.00	$110,503.30

PAYMENTS.

For teachers' salaries,	$78,792.02	
Incidentals (including text books),	27,100.87	
Repairs of school buildings,	4,150.09	
Rent of superintendent's office, and pay of janitor for same,	400.00	110,442.98
Balance unexpended,		$60.32

The sum of $544.15 has been received during the year from non-resident pupils and paid to the city treasurer, who has placed the same to the credit of unappropriated funds.

For the Committee.

WM. H. MATHEWS, Chairman.

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SYLVIA ANN HOWLAND EDUCATIONAL FUND.

Balance of income on hand January 1st, 1888,	$760.20
Interest for the year,	3000.00
Total credit,	$3760.20
Expenditures for the year,	2363.54
Balance on hand January 1st, 1889,	$1396.66

The disbursements to the several schools from the income of the above-named fund for the year 1888 are as follows, viz. :

High school,	$420.18	
Parker street grammar school,	50.14	
Middle " " "	77.30	
Fifth " " "	94.86	
Thompson street " "	67.20	
Linden " primary "	45.86	
Merrimac " " "	42.74	
Maxfield " " "	16.78	
Cedar " " "	82.58	
Cedar grove " " "	21.80	
Kempton " " "	38.05	
William " " "	16.74	
Fourth " " "	62.28	
Acushnet avenue " "	147.76	
Dartmouth street " "	74.91	
Grove " "	15.56	
Thompson street " "	123.83	
Arnold " " "	6.24	
South mill "	20.35	
Central evening "	8.50	
Truant "	1.56	
Acushnet "	43.11	
Clark's Point "	8.80	
Cannonville "	15.04	
North "	3.80	
Rockdale "	3.80	$1509.77

From time to time, this committee has adopted rules with a view to perfecting ways that would facilitate and arrange the allotment of supplies to the several schools purchased

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from the income of the Sylvia Ann Howland educational fund. But after all has been done, there still remains the task of formulating and putting in force a plan of broad embrace and systematic action. In other words, a plan which shall wisely interpret the needs of the schools, and which shall provide for a more equable and uniform distribution of aids purchased from this fund throughout the schools of the city.

Under existing methods, much inequality prevails. Some schools, whose teachers are on the alert, and have a zeal born of a desire to possess every facility that will give aid to instruction, get a bountiful supply of helps; while others, whose teachers are of a timid, shrinking nature, receive but a meagre allotment. This condition of affairs should be changed; not that positive harm has thus far resulted, but for the sake of equalizing advantages. The needs of the schools of the same grade are nearly if not quite identical: what is necessary for one is essential for another; therefore the dole should be alike to all. In order to remedy this inequality that now exists, it is quite important that concerted action on the part of all concerned — superintendent, teachers, and school committee — should obtain. Without this united action but little in the direction desired can be secured.

The bequest of the late Sylvia Ann Howland — by which the city has come into possession of $50,000, the income of which is for the use of our public schools — is broad and liberal in its intent, and any attempt to belittle its provisions, to restrict its field of usefulness by giving it a narrow interpretation, should meet with persistent and bitter opposition.

We believe and maintain that any influence or object that tends to facilitate the work of the schools; that seeks to subdue the passions, elevate, ennoble, and purify character; that creates a love of the beautiful; that inspires a love of country, and to which the general appropriations for school

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purposes cannot be legally applied, is worthy of fosterage from the income of the Howland fund.

When the diversity and peculiar nature of some requests with which we have to deal are considered, it ought not to be a cause for carping criticism if any occasional slight error in judgment on the part of the committee should occur. To determine with unfailing accuracy just where to draw the line, just what to give and what not to give, would task the mind of a sage. That mistakes have been made we do not deny; to affirm otherwise would evidence a condition of mind fit only for the shades of oblivion. To cloak our errors we have no desire: humanity at its best is frail and weak; all we ask is that criticism, from whatever source it may come, may be made in a spirit of fairness.

The unanimity which the school board has always displayed in adopting the recommendations of its committee of the Howland fund, is highly gratifying. It leads us to believe that our labors from time to time have — to a certain extent, at least,— met with its confidence and approval, and for this we extend our grateful thanks.

For the Committee.

J. HOWLAND, Jr., Chairman.

DETAILED STATEMENT

OF THE OUTLAY BY THE SCHOOL COMMITTEE FROM THE INCOME OF THE SYLVIA ANN HOWLAND FUND, FROM JANUARY 1, 1888, TO JANUARY 1, 1889.

BOOKS AND PERIODICALS.

Ambrose, F. M.,	$44.00
Appleton, D. & Co.,	2.63
Balch Bros. & Graham,	42.00
Boston School Supply Co.,	15.00

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Chase, W. I.,	$11.00	
Cowperthwait & Co.,	11.25	
Educational Publishing Co.,	24.75	
Ginn & Co.,	127.00	
Hutchinson, H. S. & Co.,	248.42	
Heath, D. C. & Co.,	13.50	
Hatch, Wm. E.,	10.00	
Kellogg, E. L. & Co.,	.75	
Lee and Shepard,	73.75	
Leach, Shewell & Sanborn,	4.34	
Martin, Garrison & Co.,	15.00	
Mason, Perry & Co.,	3.12	
Stockin, A. C.,	15.00	
Schoenhof, Carl,	14.83	
Small, Willard,	8.73	
Ticknor & Co.,	61.03	
Whiting, Chas. H.,	15.00	
Ware, Wm. & Co.,	12.00	$773.10

MUSIC DEPARTMENT.

Boden, E. Jr., organ and piano covers,	$89.60	
Ditson, Oliver & Co., singing books,	4.00	
Hume, Harrison, " "	16.10	
Lawton, J. M. Jr., piano cover,	12.00	
McFarlin, Jas., moving piano,	9.00	
Peirce, George, care of pianos and organs, &c.,	363.00	
Silver, Burdette & Co., singing books,	152.58	
Silver, Rogers & Co., music charts,	16.67	
Whiting, Chas. H., singing books,	73.13	736.18

APPARATUS.

Edison Electric Illuminating Co., electrical regulator,	$46.00	
Ritchie, E. S. & Co., apparatus,	40.87	86.87

BINDING.

Kane, D. J. & Bro.,	$70.75	70.75

PRIMARY DEPARTMENT.

Anthony, E. & Sons, reward cards,	$6.00
Boston School Supply Co., charts,	42.00
Edwards, A. M. & Co., language charts,	70.50
Hayes, N. P., scissors,	40.00

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Haskins, E. P., object supplies,	$22.50	
Hutchinson, H. S. & Co., object supplies,	13.69	
Interstate Publishing Co., books,	7.71	
Prang Educational Co., charts and object supplies,	38.37	
Perry, George S., toys,	12.00	
Paine, S. S. & Bro., clay,	5.20	
Tripp, S. A., object supplies,	3.00	$260.97

MISCELLANEOUS.

Allen, George M., express,	$2.80	
Allen, Chas. R., "	.25	
Cyclostyle Co., ink and pens,	14.00	
Chase, J. Eastman, pictures,	6.00	
Carson, C. J. R., services on telescope,	5.00	
Doll & Richards, pictures,	76.50	
Dunton & Clark, "	6.40	
Eastern Educational Bureau, maps,	98.80	
Ellis, L. B., framing pictures,	15.25	
Gammons, Lottie M., covering books,	24.60	
Gray, Chas. A., freight and carting,	2.04	
Greeley, E. S. & Co., paste,	1.48	
Hutchinson, H. S. & Co., supplies,	31.30	
Holden Book Cover Co., book covers,	24.48	
Hatch & Co., express,	16.27	
Heath, D. C. & Co., outline maps,	3.25	
Haskell & Tripp, plush,	2.41	
Merrick, Emma J., covering books,	21.55	
Noyes, Cobb & Co., pictures,	13.50	
Perry, George S., paper,	46.20	
Sullings, Kingman & Co., supplies,	2.14	
Sweet, Kate, covering books,	11.45	
Tompkins, I. B., Jr., pictures,	9.00	435.67
Total,		$2363.54

TEXT BOOKS.

The amount appropriated for the purchase of books and supplies for the past year was $3500.

The adoption of additional text books, which was deemed for the best good of the schools, necessitated an expenditure much larger than was anticipated when the appropriation was made, so that the cost of books and supplies purchased during the year was $4528.88.

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Bradbury Eaton's Elementary Arithmetic was placed in the eighth and ninth grades, "Practical Lessons in the Use of English," in two parts, by Mary F. Hyde, in each of the grammar grades, and Primers of Shakespeare and English Literature adopted for use in the first grade of the High school.

The cost of books and supplies furnished the several schools in detail is as follows:

COST OF TEXT BOOKS AND SUPPLIES FURNISHED THE SCHOOLS DURING THE YEAR 1888.

High school,	$537.38	
Fifth street grammar school,	683.54	
Middle " " "	551.78	
Parker " " "	636.16	
Thompson street grammar school,	228.58	
Acushnet avenue primary "	70.73	
Cedar street " "	45.79	
Cedar Grove street " "	28.34	
Dartmouth " " "	52.82	
Fourth " " "	43.52	
Grove " "	33.16	
Kempton street " "	47.12	
Linden " " "	35.04	
Merrimac " " "	33.87	
Maxfield " " "	28.09	
Thompson " " "	71.27	
William " " "	33.25	
Arnold " " "	6.81	
North mill "	17.91	
South " "	14.00	
Acushnet "	79.87	
Cannonville "	38.42	
Clark's point "	15.99	
North "	55.88	
Rockdale "	46.72	
Plainville "	45.73	
Cedar Grove street evening "	104.37	
Parker " " "	65.48	
Merrimac " " "	39.83	
Central " "	27.78	
Fifth " " "	116.26	
Evening drawing "	124.19	
Miscellaneous supplies,	271.82	$4231.50

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STATEMENT.

Receipts:		
Annual appropriation,	$3500.00	
Special appropriation,	1028.88	
Stock on hand January 1st, 1888,	413.93	$4942.81
Payments:		
Cost of books and supplies during year,	$4231.50	
Stock on hand January 1st, 1889,	711.31	$4942.81

WILLIAM H. PITMAN,
Chairman.

HIGH SCHOOL—1888.

The past year has been one of gratifying prosperity in the school. The teachers have shown no abatement of the interest in their work noted in the last report, and the pupils have in the main responded satisfactorily to the efforts made in their behalf. The special system of teaching now in operation is certainly bearing good fruit, and the wisdom of the change from the old method becomes more and more apparent. The scholarship of the graduating class this year was decidedly in advance of that of any former class, and the quality of the original work in the graduating exercises was superior to that of preceding years. For this the teachers who have labored so zealously in and out of school hours deserve great praise. Meanwhile, the committee have been careful that there shall be no undue forcing of the pupils, and that the work in each department shall adjust itself to the requirements of the whole plan. In this direction their efforts have been promptly and judiciously seconded by the principal, Mr. Huling.

The whole number of pupils enrolled at the present time is 352, graded as follows: First grade, 59; second, 83; third, 88; fourth, 111; post graduates, 11. Compared with the statistics of the corresponding time of last year these figures

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show a falling off of 12 in the total number. The loss, however, is confined to the *girls* of the third and fourth grades, particularly of the latter, and is due solely to the lesser number of pupils entering the school both last year and this. The first and second grades are larger than at any previous period in the history of the school.

While we deeply regret that more of the youth of our city do not avail themselves of the advantages offered by the school,—advantages so much greater than formerly, and now to be secured free of the burdensome expense of previous years, it is, nevertheless, very gratifying to see so many reaping the benefits of the full course.

During the summer vacation the museum of natural history, which occupied the room in the northeast corner of the basement, was removed to other parts of the building, and the space thus vacated fitted as a physical laboratory and a general scientific lecture and recitation room. Ample space has thus been secured for a class of twenty pupils in experimental work in physics, and the equipment of the room for such work, as well as for scientific lectures, is quite complete.

While the general methods and aims of the instruction remain the same as heretofore, these improved facilities have enabled us to make some beneficial changes and thus overcome some of the difficulties that have hampered the work in the past. Modifications have also been made in the experimental work so as to allow the use of simple, inexpensive apparatus, which can easily be multiplied into sets, and thus make it possible to adopt class instruction.

Among the new features introduced one of the most important is the Edison current of electricity, which, by an arrangement of cut-outs and switches, can be used by a number of pupils simultaneously. The uniformity of the current, its ready availability, the ease with which the sysem can be extended to meet increasing wants, and the

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avoidance of the fumes and injury to clothing incident to the use of acid batteries and galvanic cells, are some of the advantages derived.

The thanks of this committee are certainly due to the chairman of the committee on expenditures, who has charge of the building, and to the Howland fund committee for the very satisfactory manner in which the wants of this department have been supplied.

The study of English, heretofore optional, is now required of all the pupils in the first class. As this change added materially to the already arduous duties of the special teacher in this department, Miss Mabel Washburn was appointed temporarily as an assistant, and entered upon her duties at the beginning of the present school year. The relief from some of the routine work thus given the regular teacher will result in great gain to the pupils of the first and second grades.

The new courses of study are now in full operation and working quite satisfactorily, except in one instance in the classical course, to which reference will be made further on.

I had occasion a year ago to criticize the system of drawing then in operation in the school, and to press upon the committee the great need of a well defined, progressive course of study to secure the best results. The subject was referred to the sub-committee having charge of the department, and has since received its earnest and careful consideration. It found the defects noted in the High school existing in the lower grades, and, therefore, wisely decided to revise the whole plan of work. A three years' course has already been prepared for the primary schools, and, after adoption by the full board, put in operation. The work is to be carried forward progressively through the higher grades, and we may confidently look for better general results in the near future.

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Meanwhile the work in the High school has been modified to meet the requirements of the expected change.

In carrying forward the thought advanced last year, that nothing could be more appropriate for a report of this kind than a detailed statement of the actual work done in the several departments of the school, I propose now to take for this purpose the History, the Modern Languages (French and German), and the Ancient Languages (Latin and Greek).

Now, as then, I am indebted to Mr. Huling, the principal, and the special teachers for the very full reports upon these subjects furnished me, and from these I have gathered most of the material used.

HISTORY.

The study of history is given mainly to the first year. One teacher devotes her whole time to the subject, going from room to room. The text books in use are Swinton's Outline of the World's History, Barnes's History of Ancient Peoples, and Lancaster's History of England. The course covers the three periods into which history is usually divided, Ancient, confined, however, to the two countries, Greece and Rome, Mediæval, and Modern. The time given to the study is eighty minutes each day for four days of the week. These daily periods are divided into two equal parts, the first of which is devoted to teaching and the second to recitation.

The objects sought in the teaching are, first, to encourage independent thought; second, to arrange in compact and logical order all the facts so that the memory can easily retain them; third, to make each pupil see, underlying the dates, the words, and the acts, the purpose, spirit, or character; and fourth, if possible, to make the lesson personal.

To illustrate the method of teaching, let us take the definition of history given in the text book, that "it is the

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narrative of the rise and progress of those famous peoples whose doings constitute the history of *civilization*."

Now, it is an easy matter to memorize these words and recite them readily, but that is not studying the subject. The pupils must first gain a clear idea of what constitutes civilization, know something of its aims and the steps taken to secure it, give the reasons for calling himself civilized.

Then the meaning of the words "the rise and progress of a famous people" must be made plain to him. To the student, fresh from the study of United States history in the grammar schools, this is done by suggesting a few dates and writing opposite them facts given by him. As, for example:

1620—Two colonies.

1731—Thirteen colonies.

1776—Declaration of Independence.

1787—Constitution adopted.

1832—Twenty-three states. One anti-slavery society of twelve members.

1863—Freedom of the slaves.

1888—Thirty-eight states: one of the world's greatest powers.

All the results of the thought of the pupil are catalogued before him and from these he makes the definition.

In studying the history of a country, the starting point is always a familiar one. The pupil is asked first to think of its geography. With an outline map before him, he observes the coast line, which suggests good harbors, fishers, sailors, merchants, colonizers, and civilizers. He locates the mountain ranges and rivers. The former he knows are rugged and steep, and would, therefore, be great barriers to intercourse among the people, and hence the little villages would naturally develop into independent towns, cities, states. Next he notices the latitude of the country and from this gives his idea of the productions. The con-

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clusion is easily reached that, if nature produces much, man has more leisure to think how he may improve his condition.

From this study of the geography of the country, or of its natural advantages for early civilization, the pupil is taught to look at its history nearly as a whole, or as divided into great epochs. These epochs are then taken as separate lessons. We never dwell on such points as the minor details of battles, which form so large a part of history, but emphasize the motives that inspired the tribes or nations to fight, the characters developed in the struggle, and the principles that gained the supremacy.

The prescribed text books are frequently abandoned, as in early Greek history, in which parts of the Iliad and the Odyssey, in translation of course, are used instead.

Nearly every lesson is arranged topically and placed on the board before the pupils. Memorizing is not desired save in learning the synopses for review.

The recitation is conducted in various ways.

1—By rapid questioning on the part of the teacher, short answers only being required.

2—By selecting a few scholars to tell the story of the lesson in their own words.

3—By requiring the class to write the lesson from memory, aided sometimes by a topical outline or by questions.

4—By permitting pupils to ask original questions of others designated by the teacher. If the pupil called upon fails to respond, the questioner must be ready with an answer.

Map drawing is early insisted upon and the location of every important place mentioned in the lesson must be indicated.

As an aid to the study a very large collection of pictures has been gathered and is in constant use. These pictures, shown and explained by the teacher, give a more vivid

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idea than mere words can convey. To further illustrate and deepen the interest in the subject, selections from good novels, describing more fully the events or customs outlined in the text books, are read to the classes once a week.

Thus, selections from the Last Days of Pompeii, Zenobia, Ben Hur, and Aurelian bring vividly before the mind of the pupils the manners and customs of the Romans; the Tournament of Ashby from Ivanhoe gives a clear idea of the age of chivalry; Elizabeth's reception at Kenilworth renders further description of a royal progress unnecessary; while Motley's Siege of Leyden, Draper's Overthrow of Constantinople, and stories from Froude and Green serve to create a desire for historical reading.

Students preparing for college, in their last year in the school are taken nearly through Smith's Smaller History of Greece and Leighton's History of Rome. By this means the outline obtained the first year is filled in, and the whole subject refreshed in their minds. Students preparing for the Institute of Technology also take a course in modern history, particularly of our own country.

THE MODERN LANGUAGES.

FRENCH AND GERMAN.

In the two years devoted to the study of French or German practical training rather than literary culture is regarded as the objective point. The instruction aims to secure,—first, a thorough knowledge of elementary grammar; second, the ability to understand the spoken language; third, a readiness of correct and idiomatic expression upon simple subjects; and fourth, the ability to translate into English and from English into French or German.

From the beginning the language taught is made the language of the class, and English is heard only in some difficult explanation. The ear of the pupil thus becomes

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familiar with the new sounds and forms of construction, and he the more readily acquires the ability to understand connected discourse and to correctly express himself upon the simple topics of every day life and surroundings. A further cultivation of these faculties is secured by frequent exercise in writing from dictation.

Graded and systematic exercises in translation into the language studied, developing from the easy sentence, based upon given models, of the first year, into the more extended anecdote and original composition of the second year, are pursued throughout the entire course.

Since the strength and genius of every language lie in its idiom, the importance of rendering the idiomatic expressions by corresponding forms of idiomatic English is continually insisted upon, both in translation and in the reading at sight which is made a marked feature of the instruction. The study of synonyms enters largely into the work of the second year, and the grammatical text is supplemented by cyclostyled papers of adverbial and modal idioms, and of the most common prefixes and suffixes.

The literary value of the study is not overlooked, and from the outset the memorizing and recital of selections of French or German lyrics give variety, furnish a richer vocabulary, and deepen a taste for a knowledge of the literature of the language.

In the first twenty weeks of either course, three days each week are mainly devoted to the fundamental principles of the grammar, declension of nouns, conjugation of verbs, regular and auxiliary, and the writing of easy exercises, and one day to the recital of selections, followed later on by the reading of simple stories.

For the remaining period one day each week is assigned to the grammar, one to French or German composition, and two to translation into English. The completion of the amount of grammar text considered needful is followed by

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the regular study of French idioms in the one course and Schiller's ballads in the other.

Those pupils who show no aptitude for the studies, and those whose work is uniformly poor, are required to drop out at the end of the first year.

THE ANCIENT LANGUAGES.

LATIN.

In the classical course this study is required for the whole four years, while in the general course it is an optional one, beginning with the second year and continuing for three years. Consequently there are, each September, two divisions of beginners: one in Class IV., made up by pupils whose parents aver that they are preparing for college; and another in Class III., comprising pupils having no such intention. The latter division is, on the average, a year older than the former. A similar duplication of divisions is found, of course, at the second and third annual stages of progress in the study. If these divisions should be small, they might be united in recitation in pairs, since they are approximately at the same point of advancement. Usually, however, in the school the numbers are such as to make it wiser to keep them separate. There are obvious advantages in the latter course, in view of the year's difference in maturity, when it is permitted by considerations of economy.

The aim of the first year's work in Latin is, to secure a thorough knowledge of the declensions and conjugations, to master the elementary principles of construction, and to build up an accurate but limited vocabulary. An attempt is made to impress upon the pupils the significance of the terminations of Latin words, and thus to counteract the tendency, so common among students, to find from a lexicon the root-meaning of a given word, and then guess at

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its relation to the rest of the sentence. The main portion of the work is addressed to the eye of the pupil, but, in the belief that the Latin words should also be recognized by sound, translations without aid from books are regularly required of passages read by the teacher. In order more fully to test the knowledge of terminations and constructions, English sentences are turned into Latin by the pupils, then placed upon the backboard, corrected before the class and, in part, by the pupils, then copied into note books, and finally recited orally as a review. The Beginner's Latin Book, introduced two years ago, is found to be admirably adapted to our wants, and is the only text book used.

The success of the first year's work in Class IV. is not so great as is desirable. The reason is in part that the pupils are somewhat immature and find difficulty in persistent independent study, until after months of training. Another reason seems to be that too much is required by the classical course the first term of the first year, in view of the aptitude of pupils on entrance to the High school. They are now required to take, besides the course in Latin, all the Algebra, English, and History required in the general course. Some relief ought to be found before the entrance of another class.

The beginners in Latin of Class III. are much more successful in grasping the study. This seems to be due to the year's added maturity, to the gain in the habits of study acquired in the previous year, and somewhat also to the fact that the choice of Latin has been more intelligently made after a year's acquaintance with High school studies. There is abundant reason for belief that the postponement of the option of Latin from the first to the second year (except in the case of pupils preparing for college) was an act of wisdom.

The pupils of Class III., who are on the way to college, having had one year of Latin, in which they have covered

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the main portions of elementary grammar, and learned how to translate sentences, finish and review the grammatical principles. The more difficult portions, as the uses of the subjunctive, are dwelt upon with considerable fulness, and minor points are introduced. For this purpose two lessons a week are given in the Beginner's Latin Book, each lesson involving drill in grammar and practice in translation and re-translation. On alternate days, with this elementary work the pupils are slowly introduced to continuous translation by assigned lessons and sight readings in the second book of Cæsar. A steady growth in power is discernible. After the first term the grammatical work occupies but one lesson, and the Cæsar is given three. In subsequent years it is expected that the year may be begun in this latter way, and that four books of Cæsar may be read during the school year. The amount will be somewhat less this year, although the pupils are working earnestly, and in the main successfully.

In Class II., also, there is a division which began the study a little more than a year ago, and which is studying Cæsar under much the same circumstances as the portion of Class III. just mentioned. With these has been combined a division of the same class which has studied Latin a year longer, but to which the portion of Cæsar now to be read is new. The union has worked well, furnishing a little relief to the more advanced division and lending those less prepared an increase of inspiration. With these scholars of Class II. there is a weekly drill on grammatical points, with sentence writing in both Latin and English, and three lessons each week in Cæsar.

In both classes in Cæsar the chief difficulty met is the eagerness of the pupils to hasten to the meaning of the sentence without due attention to the force of terminations and to the main rules of concord. Patient attention to details of difference is secured only by the utmost care and constant

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iteration. In a few cases there is an utter failure to improve in ability to transfer thought from one language to the other; further progress in these cases seems almost hopeless, and these pupils are not permitted to continue the study beyond the end of the year.

There is a brighter prospect than for some years that the school will soon accomplish what is usual in other high schools of the same grade: the completion of the reading of Cæsar during the second year, and the devotion of the third year to Virgil. Improved methods and text books contribute to this result, as also does the added maturity at the commencement of the study.

The present Virgil class began Latin under the old plan, and is a part of Class I. Its work is mainly translation, as the pupils have already acquired a working knowledge of the forms and inflections. They have read the first six books of the Æneid, advancing at the last about fifty lines a day. Fluency in translation and precision in the use of words are the objects especially sought, together with incidental knowledge of Roman literature, mythology, and history.

The college division in Class I. will ordinarily study Cicero, Ovid, if needed, and advanced Latin composition. For the present year this work is omitted, as those in the classical course are intending to take a fifth year for preparation, in which this additional Latin and certain other studies will be pursued.

GREEK.

The text books used during the first year in Greek are Goodwin's Grammar and White's First Lessons. The objects to be secured are the same as in the first year of Latin, namely, to build up a vocabulary, and to acquire familiarity with the inflections and the elements of syntax. This first year in Greek requires close application to detail

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and accuracy of memory : qualities that presuppose previous training and study. The one year of Latin that precedes is an admirable preparation for Greek in these respects.

The First Lessons in Greek is a far more difficult book than the Beginner's Latin Book, but the method pursued is precisely similar to that employed the first year in Latin, and leads up to the reading of continuous prose — the Anabasis — at the end of the year. Coming as a fourth study, with English, Geometry, and Latin, the lessons in Greek cannot be made very long, but as the division is usually small each pupil gets individual attention from the teacher to a greater degree than in most subjects.

The second year in the study is spent in reviewing the principles of grammar already acquired, in increasing the pupils' acquaintance with the more complex forms and intricate constructions, and in translation of Xenophon's Anabasis, with sentence writing in both languages. As no students began Greek last year we have no class at present on the second year's work.

In the third year, whatever remains of the first four books of Xenophon is completed and reviewed, and three books of Homer's Iliad are read, together with work in Greek prose composition. Sight reading is made prominent, and, incidentally, the fine distinctions of Greek construction are made the intellectual possession of the pupil. He is also led to some general acquaintance with Greek manners and customs.

We have now in this and the next preceding report given, as concisely as possible, a detailed statement of most of the work of the school. The only studies remaining are the physiology and book keeping of the second year, the astronomy and civil government of the fourth year, and the singing, which is continued weekly throughout the entire course. Of the latter I can say, in passing, that the work of the special teacher in the school is thoroughly good.

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Little comment on the methods employed has been made, because the use of them should seem to be sufficient indication of the fact that we deem them, in the main, wise and productive of good results. But, while we may with propriety congratulate ourselves upon the success achieved in the past, and confidently invite the attention of our citizens to the advantages proffered by the courses of study as they now stand, we are not unmindful of the fact that they are susceptible of improvement, and that it is our duty to make such judicious changes as our own experience and that of others may from time to time suggest.

Committees and teachers, however, will labor in vain for the greatest success of the school unless they have the support and coöperation of the parents of the pupils. Such assistance is essential to healthy growth, and should not be denied.

For this reason we deem it proper, in conclusion, to call attention to a department of our school which is not receiving from the public the consideration it deserves.

It is to be regretted that so few of our pupils enter college or the technical school after completing the work here. Indeed, the number of students in advanced institutions from our city, whether prepared in this or some other school, is ridiculously small in view of the numbers, wealth, and general intelligence of our population. This is due in part, undoubtedly, to the presence of the Swain Free School, with its admirable facilities for higher education in several directions. But the service of that school, valuable as it is, is not intended to be an equivalent for a complete course in college. But by far too few, even of our High school graduates, are enrolled upon its list of students.

There is reason to fear that many of our young people are selling their intellectual birthright for a mess of pottage. Whether with or without the consent of their parents, they are so intensely absorbed in passing amusements and social

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diversions, that they are letting slip the opportunities for broad education and the highest culture. It requires no little moral courage in these days to stem the popular tide, and practice the self denial requisite to secure a thorough collegiate training. It is high time for a reaction to set in in this respect.

For the Committee.

JOHN ELDRIDGE, JR., Chairman.

GRAMMAR SCHOOLS.

The sub-committee on grammar schools, in their Report of last year, called attention to several matters which seemed to them to demand consideration, if the best interests of these schools were to be subserved. We report with pleasure that two of the suggestions made have been adopted by the board.

One of these was the need of a uniform series of text books, which should form the basis for teaching Language throughout the schools. After mature consideration, a series was decided upon, which met with the approval of the board, and is now in use in all the grades. The good results of the change are already apparent. While the teachers do not confine their work to the text of the book, all have now a common working ground. The text book has its proper function in the school room; while the earnest and thoughtful teacher is never its slave, by a judicious use of it his labors are lightened, and he finds it suggestive and helpful in many respects. The instruction in language has been for some time chiefly oral in all the grades. This plan of teaching the subject may produce satisfactory results, if pupils are to take their whole course under the guidance of one person who has a well defined plan for presenting it; but when these same pupils are to

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be taught by a number of different persons, as is the case in modern school systems, and each of these is working on plans of his own, the knowledge acquired by them is apt to be confusing and of little definite value. We welcome the change which has been made, and trust that it may prove a permanent benefit. A suggestion was made also in reference to the Arithmetic of the two lower grades. A simpler text book was recommended, and Bradbury Eaton's Elementary was mentioned as a suitable one. This recommendation also met with the approval of the board, and it was placed in the Eighth and Ninth grades. This book is well adapted to the capacity of the pupils in those grades, containing a large variety of practical concrete problems, and is found by the teachers to be much more helpful than the higher book of the same series which was formerly used.

The schools have suffered but little from interruption during the year. The Parker street school was closed for two weeks in the spring to admit of some changes in the drainage system, which was thought at that time to be somewhat imperfect. A few resignations of teachers have occurred, and the vacancies have been filled by transfers, and promotions from the primary corps. Mr. George Rugg, principal of the Thompson street school, was among those who resigned, having accepted a position in a high school elsewhere. Miss Kate N. Lapham was appointed to the position, and the school is making commendable progress under her administration.

In reviewing the work of the schools for the year, the committee feel that on the whole it has been successful. The teachers are earnest in their efforts, and for the most part progressive in their ideas, and all are ready to avail themselves of such helps as will broaden the scope of their instruction, or make their labors most effective. A new manual is one of the pressing needs; the old one is

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virtually discarded, and the teachers, not knowing just what is desired to be accomplished during each year, labor frequently at cross purposes. The methods of discipline employed are in general such as to commend themselves to the committee. Few cases of insubordination have been reported, and good order has been the rule, rather than the exception. We deprecate, however, the frequent resort to corporal punishment which has been deemed necessary, and hope that some milder but equally effective means of government may be discovered. It has been but a few years since corporal punishment was of common occurrence in high schools; now it is an almost unheard of event. In the meanwhile, the tone of those schools has risen immeasurably.

F. A. WASHBURN, Chairman.

PRIMARY SCHOOLS.

The average number of scholars belonging in this department of our schools during the Fall term just completed was 2058, with an average daily attendance of 1942, and required the services of 56 teachers.

As compared with the corresponding term for 1887 this is a gain of 220 in the number belonging and of 241 in attendance, the number of teachers being the same.

The condition of the schools, as a whole, is quite satisfactory, although there are some exceptions where the standing is not what we desire, and where an improvement is evidently demanded. These exceptions have been receiving and will still continue to receive the careful attention of the superintendent and of your committee.

Unless one is quite familiar with this particular branch of our schools, no adequate conception can be had of the difficulties which are constantly occurring, and which must be

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met with and overcome in order to make them what the parents and the public at large expect, and what the committee desire them to be—models in the system of public schools.

Among the many hindrances and obstacles which we meet with in striving for the desired result, permit me to refer to two special reasons, which, in my opinion, tend to retard the success that would otherwise attend earnest and faithful labors of our primary teachers.

The first of these is a want of uniformity in the method of teaching; in other words, we need a manual of instruction, revised and brought down to the present age. I am fully aware that objection will always be made by some,—and I do not question their sincerity nor their wisdom,—who claim that a teacher should not be bound down to "set rules" and "regulations," that they should be left free to teach in their own way, &c., &c. While I agree with such people, in a general way, and am quite willing to concede all necessary freedom to the teacher, would have them untrammeled so far as consistent, and, above all, do not desire that any teacher should lose his individuality in the school room, still I am of the firm opinion that it would result in great efficiency to the entire department had we a good manual,—by the aid of which, the teachers, while not being driven into ruts, could yet be governed in their method of teaching.

As our schools are graded, it is essential, and it was intended, that the same grades in the different schools should each pursue, as nearly as possible, the same course of lessons, and adopt practically the same system in teaching them. Formerly this was the plan, no doubt, but in my visits to the different schools, there seems now to be a lack of this uniformity.

The reason for this I attribute to the fact that the old manual being nearly or quite extinct, and many of our

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present corps of teachers being comparatively new to the service, they are led, very naturally, to imitate and adopt in a great degree the methods and manners of the particular school where they have spent their time in observing.

It is apparent to my mind that this difficulty would be remedied by the use of a manual, without detracting either from the freedom or individuality of the teacher.

I trust the Superintendent will soon prepare, and that the Board will adopt a manual for use in our schools.

Another hindrance, and one which has nearly become chronic, is the crowded condition of some of our schools. Especially is this true of those in the southern portion of the city. This difficulty does not arise so much from the lack of school houses as from the fact that the buildings are so situated it is impossible to utilize the houses we have,—the demand for rooms being in an entirely different section of the city from the school houses.

The Acushnet avenue, Thompson street, Dartmouth street, and Grove schools are all full to overflowing. In the latter school we have been compelled to resort to the "half time system" in the Thirteenth grade for more than a year past, in consequence of our inability to find suitable accommodation in that vicinity for the children.

Such is the condition now. What will it be when the new mills recently completed, now approaching completion, and those in contemplation, are in full operation?

In the last annual report upon the primary schools, reference was made to the need of another school house in the southern part of the city, and I would again urge upon the Board the necessity of immediate action looking towards the erection of a building to be used exclusively for the primary department in that section.

During the coming year, the new Harrington school house will be completed and ready for occupancy. This will furnish ample accommodation for that district for several years

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to come and prove a valuable addition to our public school buildings, as well as a deserved memorial to our late Superintendent.

When this building is finished I trust the Board will lose no time in transferring the pupils from the "underground quarters" on Arnold street to what will appear to them in comparison as the "Palace on the Hill."

I am glad to know that the Superintendent, as well as some members of the committee, are very favorably inclined towards the establishment of a training or practice school. I am of the opinion that such a school, under the direction and charge of a competent principal, would be of great benefit to our primary schools, and through them to all the schools.

It is well known to the committee that as we are now situated, we are compelled by the force of circumstances to place in our schools assistants whose only experience in teaching is the few weeks spent as observers. Had we a training school, the pupils therein could at any time be appointed as substitutes in cases of temporary vacancies, which from various causes are constantly occurring, and great advantage would accrue in having a substitute more or less trained in school ways and discipline, rather than one who has at best a very limited knowledge thereof. These schools are a success in other cities, and I hope we shall soon have one in operation in our own city. The establishment of such a school would be a great factor in removing the difficulty first alluded to in this report. It has been suggested that a portion of the Harrington school house might be utilized for the purposes of a training school until the room is needed for other classes.

In closing I desire to express my appreciation and hearty approval at the interest manifested by the Superintendent in the primary schools, and also to acknowledge his labors in their behalf,—the result of which, I anticipate, will be to

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show a great advancement in this grade during the year to come.

Respectfully submitted.

I. W. BENJAMIN, Chairman.

EVENING SCHOOLS.

There is a steadily increasing need for careful thought to rightly provide for the needs of this branch of our school system. The rapidly increasing population of our city, and the requirements of the law in regard to so-called illiterates, have called for an increase of accommodation. To accomplish this, it has been necessary to utilize a portion of two more of the school buildings. The use of the school buildings for evening school purposes meets with some reasonable opposition. That it would be to the advantage of all concerned to have provided accommodation for the evening schools, independent of any building used for day school purposes, is a fact to which I would ask earnest consideration. The committee have endeavored to provide teachers for these schools without drawing from the corps of teachers employed in the day schools, and with few exceptions have succeeded in so doing.

It is but justice to say that the teachers have shown an earnest and commendable zeal in their work and the schools continue to maintain the excellent standard of the past years.

In regard to those attending the schools, it is a pleasure to say that, as a class, they evince a purpose to acquire knowledge, and in appearance are a credit to themselves.

The number of pupils enrolled is 1420. Average attendance about eight hundred. Number of teachers 41.

For Evening School Committee.

GEO. WM. HILLMAN.

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SEWING.

From the first lesson given in sewing, through the entire course, it has been the aim of those having this department in charge to make each lesson thoroughly practical. No time has been spent over scraps of cloth which could serve no useful purpose when finished; but the pupils have been required to give their time and thoughts to the finishing of some serviceable article, however simple it might be.

In furtherance of this plan we have generally had the hearty coöperation of the parents; and the teachers are expected to supply those girls with work who are without, either from their own carelessness or the neglect of friends at home.

We have refused to allow patch-work in the sewing lesson, because the little rags, torn at random and illy fitted, serve no valuable purpose, are not convertible into anything, and because, if mothers wish their daughters to sew on patch-work, it can be easily done at home.

We have also excluded fancy-work from the schools, because we do not think it serves the purpose for which sewing was introduced; and also because we have observed that girls are willing to outline and embroider, when they would regard themselves as martyrs if requested to mend a rent or darn a stocking.

It is an easy thing to interest girls in any kind of fancy needle-work, but to conduct them happily along through an hour of work on some uninteresting piece of plain sewing requires all the skill, patience, and tact of the very best teachers.

We have to congratulate ourselves that this branch of our school work has been constantly under the care of persons of long experience in the art of sewing, and that they have so happy and successful a method of instructing others in it.

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The first work of the child, after being taught to thread her needle with a suitable length of cotton, is to make a sewing apron. The material is of whatever style of print the mother may select, and is so fitted that there are no long seams to discourage the beginner. This apron costs, when completed, about six cents, and is worn by the maker during the sewing lesson.

At the close of the exercise, the unfinished work, with its appliances, is folded in the apron, tied up with its string, and marked with the owner's nane. These packages are placed in a basket kept for the purpose, and so arranged that the work of distribution and collection is accomplished in a very short time.

By degrees the pupils are carried through the simple varieties of plain sewing, and as they evince proficiency are advanced to the more difficult stages of mending and darning; last of all they are taught by the most patient painstaking to make button-holes.

During the year just past, the girls of our schools have completed 2800 articles; have darned 2780 pieces, consisting of stockings, mittens, and leggins; and the more advanced pupils have made 200 button-holes.

We wish to repeat our recommendation of last year, which is, that the course of instruction be carried into the higher grades, and the pupils be taught to cut and fit work in a skillful manner.

This could be accomplished by expending a small sum for cutting tables and other apparatus, and employing the two teachers, now on half time, for the entire year.

Respectfully submitted.

BETSEY B. WINSLOW, Chairman.

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THE COUNTRY SCHOOLS

These institutions have been regarded in the past somewhat in the light of an appendix to, or rather a detachment of, the educational system represented by the public schools of the city. They have borne about the same relation to them as the Apocrypha bears to the Bible — a portion of doubtful inspiration of which the school committeeman, even, had a right to be skeptical. Although classes have graduated from these schools yearly, going into the High school by the same "open sesame" through whose magic the city classes have obtained entrance, yet somehow there still lingered a doubt, born perhaps of the dimness of distance and the absence of personal observation. Hence the discrimination heretofore existing in regard to diplomas. During the last two or three years the Country School Committee have endeavored to call the attention of the Board to facts which have so long existed. Tardy recognition has been granted; and now when our enterprising Superintendent proposes to see to it that the same course and conditions of study be maintained here, as elsewhere, lo! the country schools have marched into line. Diplomas are granted, a special teacher in drawing provided, and there is a looking forward to a speedy requirement of an advanced musical education on the part of the teachers, if not to the time when the professional himself shall take notes in the country schools.

There have been many changes in the corps of teachers during the past year. The North and Cannonville schools alone have kept "the even tenor of their ways." Their report of this year differs little from the report of last.

The Rockdale school is now in charge of Susan C. Graffam, who filled the vacancy caused by the resignation of Mrs. Lillian Thomas during the last term of the school year. She has been elected for the ensuing year, Miss

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Tripp, who was granted two years' leave of absence, having resigned on account of continued ill health. Notwithstanding the disadvantages necessarily attending these changes, the school seems to be in good condition, under the combined efforts of Miss Graffam and her assistant, Miss Alice P. Terry.

Miss Ruth A. Allen, principal of the Plainville school, sent in her resignation to the Board, and Miss Mary Chase was appointed in her stead. It has been difficult to provide an acceptable teacher for this district heretofore, but we trust Miss Chase will be more fortunate than her predecessors in giving satisfaction. She certainly brings to her work experience, energy, and apparent interest.

Miss Selene E. Sherman, assistant in the Acushnet school, resigned during the last term, after years of good service. Miss Ashley is supplying her place. This important school is unfortunate in its school building. The house — antedating, so far as I know, the recollection of "the oldest inhabitant"—is old, cold, unsanitary, and inconvenient. The Country School Committee called attention to the need of a new school house in this district, in its annual report of last year. During the present year it has instructed its chairman to bring this matter before the Board in response to a motion, made by Mr. Mathews, to refer back to the several sub-committees the recommendations contained in their annual reports for further consideration.

Waiting for the High and Grammar School Sub-Committees to take precedence, the chairman has neglected to comply with the instructions of her committee but would make reparation by again voicing their urgent wishes in the annual report of this year.

In consideration of the fact that the school at Clark's point had so few scholars, the average attendance so exceedingly small, the cost of instruction per scholar so heavy, being $44.68, exceeding by $21.62 that of any

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other country school, and being $4.96 more than that of a scholar in the High school: in consideration also of the frequent trespass committed by breaking in and pilfering at the school house, also of the great difficulty of securing a suitable janitor, it was proposed to the Board as the best judgment of the Country School Committee that this school be closed and conveyance furnished by the School Committee for the pupils to schools in the city. The Board referred the matter back to the sub-committee with instructions to ascertain if a suitable conveyance could be obtained, and at what expense, and report. This was done to the effect that suitable transit could be procured at the rate of two dollars a day for each school day. At the same meeting there was presented a petition from the residents of this district to reopen the school. Their prayer was granted, and the school is now in progress.

The same conditions, which, in the opinion of the Country School Committee, rendered it practical to close the school at that time and transfer its pupils to another, exist today, and they have the same recommendation to make in this report as was made to the Board last July.

For the Country School Committee.

ELIZABETH W. STANTON.

DRAWING.

The course of instruction in drawing in the day schools and also in the evening school has been much modified during the last year. The details of this change may be found in the report of the Superintendent.

While we must wait to see the benefits of this change in the day schools, we are happy to state that already its results are seen in the increased attendance and interest in the evening drawing school. Mr. Arthur J. Cumming, the

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principal of this school, has, as in former years, the pupils in free hand drawing. Mr. Albert Drake has charge of the class in geometry. Mr. George Stetson has been employed as instructor in mechanical drawing.

Number of pupils enrolled at end of year 1888, 75.

Average attendance, 55½.

The engagement of Miss Fanny Ashley last year as assistant teacher of drawing in the North school, proved to be so advantageous that it was decided to employ her in that capacity in all the country schools, thus giving them more instruction and leaving more time to Mr. Cumming to devote to the teaching of the advanced classes.

Respectfully submitted.

HELEN W. WEBSTER,
For Committee on Drawing.

MILL SCHOOLS.

There are not many changes to note in this department, and but few recommendations to make.

The work is uniform, and the teachers are given absolute control, acting as their best judgment dictates, always adapting their labor to the needs of the pupil, and giving such instruction as shall be thoroughly practical and best fit them to become good citizens.

The law relating to "child labor" has undergone many changes during the past year, and more stringent regulations have been adopted. It places the age when children can enter the mills at thirteen years, instead of twelve. They must attend school twenty weeks between the ages of thirteen and fourteen. A permit of a prescribed form must be given until the person is sixteen years old. This permit not only contains the oath of the parent or guardian

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as to age, but includes the statement of the Superintendent of Schools as to attendance at school, and the ability to read and write in the English language. The issuing of these certificates required the employment of a person to attend to that special work for several months.

That these matters have been faithfully attended to by our Superintendent is attested by the commendation of the state inspector in a recent visit to our manufacturing establishments.

The number in the North school having been somewhat reduced, it was not deemed necessary to fill the vacancy caused by the resignation of Miss Underwood, which occurred in September.

Miss Underwood has done excellent work, and in her retirement from the service carries the kind wishes of this committee.

Some objections have been made to the name "Mill" schools, and in view of the necessity for ungraded schools which almost daily presents itself, the term "Ungraded" might be substituted, and transfers to that department could be made without raising the question of class or distinction.

It is frequently found difficult, on account of disparity in age, to properly classify many applicants for admission to our schools. These children could be sent to the "ungraded" school until such time as they were fitted for the grade where they properly belong.

Your committee are unanimous in the opinion as to the necessity and importance of these schools, and the developments of each year serve to strengthen that opinion.

For the Committee.

ISAAC B. TOMPKINS, JR.,
Chairman.

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MUSIC.

There is but little to report in this department beyond the fact that its interests are well cared for by Mr. F. L. Diman, the efficient and faithful instructor. The results reached, so far as the Committee have knowledge, are satisfactory, and, in its opinion, will compare favorably with those of most of the schools in the Commonwealth outside of Boston.

Mr. Diman, in his plan for work, is not confined exclusively to schedule time, but puts in his work and devotes his time where he thinks they are most needed, although he continues his regular visits to all the grades at the proper time, with perhaps a very few exceptions. His visits to the primary grades have been productive of marked improvement, and much interest is manifested by the little people in their music, and they are always delighted when the day arrives for their music lesson.

Some special work is at times absolutely necessary, because of the fact that a number of the grades are so large that one and sometimes two rooms will not accommodate the entire class; and as the pupils are placed in separate rooms, and the regular teachers are not all equally competent to teach this branch of the work successfully, one portion of the class will receive more thorough instruction than the other, and consequently it is not equally advanced in its work. To remedy this evil the music teacher devotes a little more time to that portion of the class deficient and backward in its work, deducting the time for this work from those classes where it can best be spared, where it will work the least detriment; and by so doing the hoped-for results are at least partially reached, and the portion of the class deficient in its work is brought more on a par with the more fortunate ones.

So marked has been the improvement in the work ac-

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complished by the primary grades since the instructor has made stated visits to each room, that it has been remarked by those fully competent to judge that by the time the pupils change from primary to grammar scholars they are farther advanced in their music than the grammar scholars in the eighth grade under the old regime.

As an evidence of the success of this branch of school work in the high and grammar grades, and of the efficiency and faithfulness with which music is taught in our schools. we have but to refer to the very creditable exhibition given at the High school a few weeks since, upon the closing day of the Fall term. and upon other occasions where the pupils of these grades have been engaged, to convince the most sceptical that it pays to teach music in our public schools.

Much credit is due the regular teachers, in general, in the results reached, for the able coöperation they have rendered, and for the readiness they have manifested in carrying out the plan of work and following the instructions of the special teacher. The time allotted them for this work is limited, and a faithful performance of their duties in this particular has accomplished satisfactory results.

There are no recommendations to offer or plans to change. Everything connected with the department seems to be working well, and all interested, committee, teachers, and scholars, seem to be satisfied with the system, the plan of operation, and the results reached.

S. H. SHEPHERD, Chairman.

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TRUANT SCHOOL.

The legal power conferred on the School Committee in regard to this school consists in the appointing of a teacher, and the fixing of his or her salary.

Miss Nellie Chase was elected the teacher last June and has served without interruption since. The August vacation was omitted as in the previous year. At present, there is little hope for improvement for those gathered there, amidst such surroundings as the Farm school presents. Those who feel a sympathy for this class desire strongly more and better facilities for their care. The committee deem it the best way, and the least expensive, to unite with the towns that have already petitioned for a county truant school. Chapter 155 of the Acts of 1884 provides that "three or more cities or towns in each of two, three, or four contiguous counties may require the county commissioners of such counties to establish union truant schools as provided by section 14 of chapter 48 of the Public Statutes." The Supreme Judicial Court has just rendered a decision in the case of the City of Lynn vs. The County Commissioners of Essex County, that "this statute is mandatory, and county commissioners upon a proper requirement under it, should establish a truant school, without reference to their own views as to the expediency of so doing."

The governor in his last message said: "In the interest of economy, as well as that of good morals, every county should have a good school, to which those who now absent themselves from the schools already provided may be sent for proper training." The committee earnestly hope that some action will be taken during the present year to provide more fitting accommodations for the benefit of our truants.

For the Committee.

ELMORE P. HASKINS, Chairman.

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IN SCHOOL COMMITTEE,
January 2, 1889.

On motion of Dr. Dunbar:

Voted unanimously, That the thanks of the School Committee are hereby extended to the Hon. Morgan Rotch, who for four years has been the presiding officer of the Board, for the able, impartial, and courteous manner in which he has discharged the duties of the office.

More especially do we desire to express our appreciation of the active and hearty interest which he has continually manifested in our schools, both by deeds and in his public addresses, and for the services which he has rendered in securing the large appropriations which have been made essential by the increasing number of the scholars, assuring him as we now do that he takes with him in his retirement from office the best wishes of every member of this Board.

On motion of Mr. Pitman:

Voted unanimously, That the thanks of the Board are due and are hereby extended to the Vice Chairman, Isaac W. Benjamin, for the able, impartial, and courteous manner in which he has presided at our meetings in the absence of the Chairman.

On motion of Mr. Eldridge:

Voted unanimously, That to our Secretary and Superintendent of Schools the members of the Board desire to express at this time their hearty approbation of the manner in which he has begun his work with us, and their confidence in his ability as an officer and worth as a man. For what he has done we offer our sincere thanks, with the hope that the cordial relations now existing may long continue.

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NEW BEDFORD HIGH SCHOOL GRADUATING EXERCISES, JUNE 29, 1888.

PRAYER.

1. CHORUS, "How Bright and Fair." (*Rossini.*)
2. SALUTATORY ADDRESS, Miss Lucy A. Howland.
3. ORATION, "Alexander Hamilton and the Federal Constitution." Charles S. Moynan.
4. ESSAY, "Legends of the Black Forest." Miss Florence A. Hathaway.
5. ESSAY, "The Haunted Apple Tree." Miss Mabel L. Hathaway.

MUSIC.

6. SEMI-CHORUS, "Luna." (*Barnby.*)
7. ESSAY, "Shall we read Romance, History, or Biography?" Miss Mabel A. Spooner.
8. THESIS, "The Detection of Arsenic." Francis K. Allen.
9. ESSAY, "Red Letter Days in our Nation's Life." Miss Isabel S. Horr.

MUSIC.

10. PIANO SOLO. "Rigoletto Fantasie." (*Liszt.*) Miss Louise Lawton.
11. GERMAN DIALOGUE, "Eigensinn." (*Benedix.*)

PERSONEN.

AUSDORF, ein reicher Privatmann,		*Miss Carrie B. Eaton.*
KATHARINA, seine Frau,		*Miss Mabel S. Wrightington.*
EMMA, Beider Tochter,		*Miss Alice M. Bertram.*
ALFRED, Emma's Gatte,		*Miss Anne T. Martin.*
HEINRICH,	in Alfred's Diensten,	*Miss Lizzie L. Robinson.*
LISBETH,		*Miss Mary L. Smith.*

EXPLANATION.

Lisbeth provokes Heinrich by obstinately refusing to repeat after him, "Thank the Lord, the table is set." ("Gott sei Dank, der Tisch ist gedeckt.") Alfred, on hearing the dispute, laughingly relates it to his wife, Emma, who thinks that Lisbeth is quite right in her refusal, and also positively declines to utter the sentence. Meanwhile Emma's father and mother come to take breakfast with the newly married pair, and observing their embarrassment, hear from Alfred the explanation. Katharina, in her turn, will not yield to the entreaty of Ausdorf to speak the words. At last through the gift of a shawl to Emma, the earnest advice of Katharina, and the joy of Lisbeth at her speedy marriage with Heinrich, the obstinacy (Eigensinn) is ended.

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MUSIC.

12. CHORUS FOR GIRLS, "To Thee, O Country." *(Eichberg.)*
13. ESSAY, "Longfellow and Tennyson." Miss Lucy C. Milliken.
14. ADDRESS, "Abyssinia and her Neighbors." Arnold C. Gardner.
15. ESSAY, "The Real and the Ideal." Miss Edna B. Shepard.

MUSIC.

16. CHORUS, "Hail to the Land." *(Gounod.)*
17. PRESENTATION OF DIPLOMAS, By Hon. Morgan Rotch.
18. PARTING SONG.

Words by Miss Shepard. Music by Miss Milliken.

No more these dear familiar halls
Shall know our eager, restless feet:
In dreams alone, when Memory calls,
Shall we in class united meet.
God's tenderness hath smoothed our way,
His care hath kept us leal and true.
For future guidance now we pray:
"Lord, lead us ever safely through."

Farewell to all the happy Past!
The years-to-be fling wide their gate!
Though life be long, in Heaven at last
We'll meet, the Class of Eighty-eight.

O promised land of all our dreams!
Wide Future, just within our clasp!
We stand so near, it almost seems
Your inmost meaning we can grasp.
Your veil hides sorrows unforeseen,
And crosses, hard for us to bear;
But light shines out the clouds between;
"Who bears the cross, the crown shall wear."

19. VALEDICTORY ADDRESS, "Gaining Wisdom."
Miss Edith M. B. Taber.

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GRADUATES.

Gain wisdom and use it.

Francis Kempton Allen,
Lewis Melvin Brightman,
Edwin Everett Browning,
Maurice Ronan Buckley,*
Richard Davenport Chase,
William Albert Clark,
James Davis Driggs Comey,
Arnold Carr Gardner,
Charles Robert Frank Greene,
John Gael Hathaway,
William Emery Hathaway,
Michael Ahern Kennedy,
Carl Kalin Macomber,
Frederick Allen Mason,
Edward Delano Morton,
Charles Simpson Moynan,
Frederic Augustus Washburn, Jr.,
Myra Frank Adams,
Arabelle Almy,
Lillias Mason Bennett,
Alice Marion Bertram,
Mary Ellen Campbell,
Lizzie Cornelia Carter,
Clarissa Ruth Davis,
Carrie Bell Eaton,
Florence Annie Hathaway,
Charlotte Tillinghast Hathaway,
Mabel Luther Hathaway,
Isabel Stanton Horr,
Harriet Elizabeth Howard,
Laura Tucker Howland,
Lucy Allen Howland,
Anna Hepsabeth Jourdain,
Ida Virginia Lee,
Louise Lawton,
Anne Taber Martin,
Helena McCullough,
Lucy Chase Milliken,
Grace Matilda Mosher,
Clarissa Moore Nooning,
Lizzie Lawrence Robinson,
Mary Manson Robinson,
Jennie Scarborough,
Edna Brownell Shepard,
Mary Lizzie Smith,
Mabel Amelia Spooner,
Edith May Belle Taber,
Margaret Teresa Welch,
Fannie Harrison Winter,
Mabel Stanley Wrightington.

*Deceased June 20, 1888.

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SCHOOL COMMITTEE — 1888.

MORGAN ROTCH, Mayor, Chairman, *ex-officio*.

ISAAC W. BENJAMIN, Vice Chairman.

WILLIAM E. HATCH, Secretary and Superintendent Public Schools.

STEPHEN D. PEIRCE, President of Common Council, *ex-officio*.

WARD 1—G. W. Hillman, Annie R. Borden, Elizabeth W. Stanton.
WARD 2—E. P. Haskins, S. H. Shepherd, I. B. Tompkins, Jr.
WARD 3—W. H. Pitman, I. W. Benjamin, Helen W. Webster.
WARD 4—J. Eldridge, Jr., G. H. Dunbar, W. H. Mathews.
WARD 5—F. A. Washburn, C. T. Bonney, J. Howland, Jr.
WARD 6—F. M. Kennedy, F. H. Gifford, Betsey B. Winslow.

STANDING COMMITTEES.

ON HIGH SCHOOL—Eldridge, Washburn, Bonney, Howland, Dunbar, Benjamin, Mathews, Miss Winslow.

ON GRAMMAR SCHOOLS—Washburn, Miss Winslow, Pitman, Dunbar, Mrs. Webster, Haskins, Mathews, Mrs. Stanton.

ON PRIMARY SCHOOLS—Benjamin, Miss Winslow, Pitman, Shepherd, Tompkins, Mrs. Stanton, Mrs. Borden.

ON COUNTRY SCHOOLS—Mrs. Stanton, Hillman, Mrs. Webster, Gifford, Haskins, Kennedy.

ON FARM SCHOOL—Haskins, Bonney, Washburn, Hillman, Gifford, Kennedy.

ON MILL SCHOOL—Tompkins, Howland, Shepherd, Hillman, Mrs. Webster. Mrs. Borden.

ON EVENING SCHOOLS—Hillman, Pitman, Bonney, Mrs. Borden, Haskins, Gifford, Kennedy.

ON MUSIC—Shepherd, Mathews, Pitman.

ON DRAWING—Mrs. Webster, Eldridge, Miss Winslow, Bonney, Gifford, Dunbar, Howland.

ON SEWING—Miss Winslow, Washburn, Benjamin, Shepherd, Mrs. Stanton, Mrs. Webster.

ON EXAMINATION OF TEACHERS—Eldridge, Dunbar, Washburn, Benjamin, Shepherd, Miss Winslow, Tompkins, Mrs. Stanton, Hillman.

ON TEXT BOOKS—Pitman, Dunbar, Washburn, Mathews, Hillman, Mrs. Borden, Kennedy.

ON EXPENDITURES—Mathews, Benjamin, Dunbar, Howland, Pitman, Tompkins, Eldridge, Gifford, Peirce.

ON HOWLAND FUND—Howland, Benjamin, Mathews, Bonney, Eldridge, Tompkins, Washburn, Peirce.

ON PAY ROLLS—Dunbar, Mathews, Tompkins.

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SCHOOL BOARD—1889.

WALTER CLIFFORD, Mayor, Chairman, *ex-officio*.

ISAAC W. BENJAMIN, Vice Chairman.

WILLIAM E. HATCH, Secretary and Superintendent.

Office, 133 William street.

Office hours, 8½ to 9 a. m., 12½ to 1 p. m. Saturdays, 9 to 9½ a. m.

WILLIAM A. TUCKER, President of Common Council, *ex-officio*.

Regular meetings of the board, first Monday of each month, at 7.30 p. m.

Name.	*Place of Business.*	*Residence.*
WARD ONE.		
JOHN H. LOWE,	925 Acushnet avenue,	931 Acushnet avenue.
GEORGE W. HILLMAN,	Wamsutta Mills,	772 County street.
ANNIE R. BORDEN,		Ashland, cor. Austin st.
WARD TWO.		
ISAAC B. TOMPKINS, JR.,	78 Union street,	59 Sycamore street.
ELMORE P. HASKINS,	11 Hillman street,	95 Chestnut street.
STEPHEN H. SHEPHERD,	Standard Office,	24 Sycamore street.
WARD THREE.		
HELEN W. WEBSTER,	Cor. Mill and Purchase sts.,	Cor. Mill and Purchase sts.
WILLIAM H. PITMAN,	Institution for Savings,	60 Chestnut street.
ISAAC W. BENJAMIN,	N. B. Cordage Co's Office,	50 Hill street.
WARD FOUR.		
WILLIAM H. MATHEWS,	N. B. Copper Co's Office,	147 William street.
JOHN ELDRIDGE, JR.,	N. B. Cordage Works,	12 Morgan street.
GEORGE H. DUNBAR,		179 William street.
WARD FIVE.		
JONATHAN HOWLAND, JR.,		54 Russell street.
FREDC. A. WASHBURN,	Institution for Savings,	10 Maple street.
CHARLES T. BONNEY,	42 North Water street,	95 Orchard street.
WARD SIX.		
BETSEY B. WINSLOW,		315 County street.
FRANK M. KENNEDY,	Folsom Block, Purchase st.,	139 Acushnet avenue.
FRANK H. GIFFORD,	27 William street,	271 County street.

EMMA M. ALMY, Superintendent's Clerk.

GEORGE K. DAMMON, Assistant Truant Officer.

Office hours, 8½ to 9 a. m., 12 to 1 p. m. Saturdays, 9 to 9½ a. m.

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STANDING COMMITTEES.

WM. E. HATCH, Secretary.

ON HIGH SCHOOL—Eldridge, Washburn, Bonney, Howland, Dunbar, Benjamin, Mathews, Miss Winslow.

ON GRAMMAR SCHOOLS—Tompkins, Washburn, Pitman, Mrs. Webster, Haskins, Mrs. Borden, Shepherd, Howland.

ON PRIMARY SCHOOLS—Benjamin, Miss Winslow, Pitman, Shepherd, Tompkins, Mrs. Borden, Dunbar.

ON COUNTRY SCHOOLS—Haskins, Hillman, Mrs. Webster, Gifford, Kennedy, Lowe.

ON FARM SCHOOL—Kennedy, Bonney, Washburn, Haskins, Gifford, Hillman.

ON MILL SCHOOLS—Mrs. Borden, Tompkins, Howland, Shepherd, Hillman, Mrs. Webster, Lowe.

ON EVENING SCHOOLS—Hillman, Pitman, Mrs. Borden, Haskins, Gifford, Kennedy, Lowe.

ON MUSIC—Shepherd, Mathews, Pitman.

ON DRAWING—Mrs. Webster, Eldridge, Miss Winslow, Bonney, Dunbar, Howland, Lowe.

ON SEWING—Miss Winslow, Washburn, Benjamin, Shepherd, Mrs. Webster, Mrs. Borden.

ON EXAMINATION OF TEACHERS—Eldridge, Dunbar, Tompkins, Benjamin, Haskins, Mrs. Borden, Hillman, Shepherd, Miss Winslow.

ON TEXT BOOKS—Pitman, Gifford, Washburn, Mathews, Hillman, Mrs. Borden, Kennedy.

ON EXPENDITURES—Mathews, Benjamin, Dunbar, Howland, Pitman, Tompkins, Eldridge, Gifford, Tucker.

ON HOWLAND FUND—Howland, Benjamin, Mathews, Bonney, Eldridge, Tompkins, Dunbar, Tucker.

ON PAY ROLLS—Dunbar, Mathews, Tompkins.

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ANNUAL REPORT

OF THE

SUPERINTENDENT OF SCHOOLS

FOR THE YEAR 1888.

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SUPERINTENDENT'S REPORT.

Ladies and Gentlemen of the School Committee:

A year has scarcely elapsed since I was chosen by you to the position of Superintendent of Schools in this city. My honored predecessor had filled the position so long, and with such rare ability, that I accepted the trust with no slight misgivings as to the future, and with a deep sense of the responsibilities of the office. But I have received at your hands such hearty aid and coöperation in my work, and withal such courteous treatment personally, that I feel no longer a stranger among you, but as an associate of years. I have come to know in each one of you a friend of the public schools, devoting your time and thought with rare unselfishness to the great trust reposed in you by your fellow-citizens. I wish thus publicly to express to you my thanks for the generous assistance received at your hands in performing the duties of my office during the past year, and my satisfaction in being associated with a Board on whom I can so fully rely for counsel and aid in advancing the welfare of the schools.

You will find that my Report will differ much in character from those to which you have been accustomed. While the annual report of the Superintendent of Schools is ostensibly made to the School Committee, I hold to the opinion that it should be the medium by which information is imparted to the general public of the condition, the aims, the work, and the needs of the schools. These can only

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secure and maintain their highest realization when the people at large are keenly alive to their great importance, and accord them most hearty support. It may appear like presumption on my part to hint even indefinitely at any danger that may arise to the public schools in a city like ours, where the support has always been most loyal and generous toward them; but the fact must be apparent to any thoughtful observer that the common schools of this country, while more prosperous and efficient today than at any period of their history, are also menaced as never before. Their friends cannot be too watchful of their interests, and should strive to make them so thorough, so closely bound to the hearts of the people, that they shall be able to withstand any attacks, whatsoever their source.

THE CENSUS.

The laws of the state require that the school census shall be taken each year, in May. I found on taking charge of the schools that no such census had been taken since 1883. The attention of the committee was directed to the law, and my request that the census be taken was willingly granted. There was some delay in beginning the work, and it was not completed until late in the summer. The city was divided into four districts; a different person was appointed to take each district, and a most careful and thorough canvass was made of all children between the ages of five and fifteen years of age then residents of the city. The results showed a gain in the number of the children between those ages of 1077. The greatest gain was in wards one and six. Appearances indicate that the latter ward will be the one in which the chief increase of population will occur during the near future, and from here will come the demand for new school buildings. Comparing the census with the number of pupils

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between the ages of five and fifteen enrolled in the schools of the city, including both public and private, the very gratifying fact is shown that there are few if any children in the city of school age who have not had the benefit of some instruction during the year; and were it not for the illiterate persons who are added to our population each year, there would soon cease to be any minors in our midst who could not read and write intelligently in the English language.

EXPENDITURES.

Reference to the report made by the Committee on Expenditures will show that the sum expended on the schools during the past year exceeds that of any previous year. It may be of interest to ascertain the causes of this increase, since the enrollment in the day schools shows but little variation from the enrollment in 1885, when the expense of the department was much less.

During the four years past, the schools have been subjected to many changes. These were due to three causes: First, the withdrawal during that time of about fifteen hundred children into the parochial schools; second, the large influx of children due to the growth of the city; third, the statute requiring the attendance of illiterate minors in the evening schools. The withdrawal of a large number of pupils into the parochial schools would have reduced the expenses materially, had the population not increased rapidly at the same time. It would have allowed a permanent readjustment of classes, and the services of many of the teachers could have been dispensed with. But the rapid growth of the city from immigration prevented this. Or, had the new comers settled in those quarters of the city where the pupils had been withdrawn in the greatest numbers, expense might have been saved. But such was not

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the case. While the schools in the north part of the city were much reduced in numbers to a teacher, thereby increasing the relative cost, those in the west and south parts of the city were becoming crowded, requiring the aid of extra teachers. Such has been the growth in the population during the past three years that there are as many pupils in the public schools today as before any were withdrawn. Had any changes been made in the teaching force during that time, the efficiency of the schools must have suffered, and the slight saving that could have been made by temporary changes would not have been sound policy. But the chief source of increase in the expense is the radical growth of the evening schools. A few years ago the cost of this branch of the department was a *nominal* sum. For the year 1888, this cost, including the drawing school, has been $7678.60. This sum includes fitting the additional rooms opened, as well as the general running expenses. Enough has been shown already, I think, to give one not familiar with the workings of the department a fair conception of the causes that have operated to increase its expenditures during the past few years.

The city is still growing rapidly and the cost of this department must necessarily continue to increase also, if even the present state of efficiency is preserved. Good as the schools are, no efforts should be spared to make them still better. The salaries paid the teachers are not large. The demand for more thorough preparation on their part will cause larger salaries to be paid in the future, rather than smaller. Additional and better school accommodations are wanted. But I doubt not that the new issues which arise will be provided for with the same progressive and liberal spirit that has characterized the provisions made for the schools in the past.

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SCHOOL BUILDINGS.

The city owns twenty-five school buildings, with another, the Harrington Memorial, in process of construction. Some of these are pleasantly located, well arranged, and well lighted, and compare favorably with similar buildings of other cities; others are old and unattractive; all are more or less defective in their heating or in their ventilating arrangements, or in both. There are a few that are positively unfit for school purposes, both from their situation and their construction. In some instances they are built on low, wet ground, have no cellars under them, and are consequently damp and unhealthy. The completion of the Harrington school house will admit of the abandonment of two of the worst ones, and will furnish ample accommodations for pupils in the centre of the city for some time to come. It is in the extreme south of the city that the pressure will come for more school buildings at no distant date, and, in fact, the pressure has already been felt.

Owing to inadequate accommodations, it has been necessary to have a half time school in the thirteenth grade of the Grove school during the whole of the last term, and overflow classes in the entries both at the Thompson street and the Dartmouth street schools. Two of these buildings are among the poorest in the city, and their location so low and damp that they should be raised. There has been more or less complaint of them for years. I realize that it is not an opportune time to ask for any changes that will add materially to the present expenses; but the health of the pupils and teachers is of more importance than any other consideration. It is unfortunate that these buildings have been neglected so long; it may appear strange that the defects have not been remedied before; the explanation is found in the fact that it has been but a few years since the School Committee were given control of the school

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buildings. Prior to that time, they had been under the charge of the Committee on City Property, who never could be made to realize the necessity of the schools as well as those more intimately connected with them.

The Report of the chief of the Inspection Department of the State contains this statement: "School houses which in most cities are elegant, tasteful, and costly, are as a rule deficient in their sanitary requirements of heating and ventilation. If any one is disposed to question the statement, let him visit the nearest school house in cold weather after the school has been in session for a couple of hours. In nearly every building of this class it will be found that the *dangerous expediency of opening windows* is resorted to for the changing of air, thus exposing a portion of the pupils to uncomfortable draughts, which in very many instances result in serious sickness." If this is the testimony of one, whose business it is under a recent statute to be informed of the condition of the school houses in the State, regarding the most modern and best of these buildings, what must be the facts concerning the old and worst ones? I have referred to the condition of many of the school buildings in our city. In many places the School Committee are having all their school houses examined by sanitary experts. The reports made by these are of exceeding value. Through the knowledge acquired from such a report, the School Board is frequently enabled to expend the money for improvements in a way that brings the fullest returns in the health and comfort of the children and teachers. I respectfully commend this suggestion to the consideration of the Committee.

The manner in which the school houses are cared for has an important bearing also on their sanitary condition. Without question the janitors are faithful in the performance of their duties, and the special committee on the different buildings exercise most faithful supervision over them.

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But in the Third Annual Report of the special instructor in Hygiene of the Boston schools I find the following, which is very suggestive and which I venture to quote: "The Committee on Hygiene, feeling the necessity of adopting every measure which will tend to keep the school buildings in the best sanitary condition, have addressed the Committee on Accounts as follows: 'Voted, that the Committee on Accounts be requested to instruct the janitor in each school, that he shall keep all the windows and doors in his school open for five hours each day of the last three days of the week just preceding the opening of the school year (in September), in order that the building may be thoroughly aired for the purpose of disinfection; also, that on one of the days mentioned (the last day preferred) the building shall be heated sufficiently to remove all dampness which may be present; also, that on the first days named the water shall be turned on in all the faucets on the premises which empty into receptacles communicating with drains or cesspools, and allowed to flow long enough to insure the perfect working of the traps attached, from which the water may have evaporated during vacation time; also, that during the week mentioned the whole inside of each room shall be thoroughly brushed or rubbed down; that all the painted surfaces in the school shall be cleansed with a solution of corrosive sublimate (one part to 500); that all the floors shall be mopped or wiped with a cloth moistened with the same solution, and that all the desks, furniture, and apparatus shall be cleaned, and where possible, washed or rubbed with a disinfectant solution.'"

TRUANCY AND THE TRUANT SCHOOL.

The State of Massachusetts takes precedence of all others in the provisions made to secure attendance of children in the schools. The laws that reach both parents

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and children are ample enough to secure the best results, if the local authorities take advantage of them. In this city, no pains have been spared during the past year to make these laws effective in the highest degree. Boxes have been placed in school buildings in different districts of the city, and these are visited each day by the truant officer. All cases of absence not properly accounted for are brought to the attention of the officer through cards filled out by the teachers, and placed in these boxes; he investigates and reports as soon as possible to the teachers. In this way the work of the officer is reduced to a system. He soon learns the names and residences of habitual absentees, and can bring his influence to bear on those who are disposed to evade the laws, whether parents or children. He becomes acquainted also with the worthy cases of poverty or misfortune, and by his advice and thorough knowledge of the individual cases the school authorities are enabled to use a wise discretion in relaxing the enforcement of the laws to the letter. To fill the position of truant officer acceptably, requires a person of no ordinary ability. He must possess tact as well as firmness; he must combine sympathy with his exercise of authority; and withal, he must be a man of sound judgment, if his office is to exert the moral effect that it should.

The cases of truancy reported by the teachers and officers do not represent so many individuals. One boy or girl may be responsible for many cases of truancy. Sending a boy to the Farm school, so called, which is the truant school for the city, is the last resort. No provision being made at the school for girls, none can be sent there, and of that fact many of them disposed to truancy are well aware. Enough has been said in past reports in condemnation of the Farm school: I feel, as others do, that it is a miserable make-shift. What is needed is a county truant school, organized and equipped as such a school ought to be.

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The governor in his last message recommends such schools. This school should not be a penal institution to which boys and girls who belong in other reformatory institutions are sent. It should partake as much as possible of the nature of a family; only those who are violators of the laws requiring attendance at school should be assigned to this school. Once there, they should be well fed and clothed, and subjected to such discipline and influences as will have a salutary effect upon their future conduct. They should receive also thorough teaching, so that returning to their homes they may be able to resume their school work with those of their own age, that they may not become discouraged, and fall again into their former practices. I agree fully with those who condemn the practice of herding together large numbers of children, who are advanced in different stages of vice and crime, into a school, and calling it a truant school. I am sure that the framers of the law requiring county truant schools never intended them to take the place of the penal institutions for juvenile offenders, and it becomes the duty of those who assign truants to these schools, and those who have them in charge, that they are restricted to their legitimate sphere. It is the duty of the city of New Bedford to unite with the other cities in this county in the establishment and maintenance of a county truant school at the earliest date possible.

The Report of our faithful and very efficient truant officer, Mr. Isaac B. Tompkins, for the period covered by his term of office is hereby given. Mr. Paine, who has filled the position for some years, has been compelled by poor health to be absent from his duties during a large portion of the year.

NEW BEDFORD, January 1st, 1889.

To the Superintendent of Schools:

Dear Sir:—I herewith submit to you my Report for the

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months of September, October, November, and December, 1888.

Families visited,	198
Boys interviewed on streets,	96
Visits to different mills,	8
Visits to different schools,	197
Commitments to Truant school,	2
Number of truants now in Truant school,	13

ISAAC B. TOMPKINS, Truant Officer.

THE SCHOOLS.

In order to know thoroughly the schools under his charge the Superintendent must visit them frequently. His knowledge of the organization of each, of the methods of teaching employed therein, of the discipline to which the pupils are subjected, of the character and disposition of each teacher,—all these should come, so far as possible, from his personal observation in the schools themselves. It is only through these visits that he can form correct estimates of the comparative value of the work done in the different schools of the same grade or be able to so advise the Board that the whole school system may be brought into harmony and into efficient coöperation. In a city as large as ours, and partaking of its characteristics, the Superintendent has a great many demands made upon his time, and he is unable therefore to see as much of the inner school life as he desires; but, during the short period that I have held the office, I have spent as much of my time in the schools as I could spare from my other duties, and have visited every room several times. I have met each month also the principals, and have discussed with them methods of discipline and instruction, and sought through them information as to the chief needs and short-comings of the schools. From my own observations, and from knowledge gathered from the teachers, I became convinced in a short time that there

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were a few radical changes needed, if the schools were to maintain in the future a corresponding fame with that which they have enjoyed in the past. Some of these changes, by the consent and coöperation of the Board, have been made already, and others are under consideration. The only one to which I will call attention at this point is the demand for a new manual. The old one, most admirable of its kind and famous in its day, has long grown into disuse. Another better adapted to the now accepted ideas on education was under advisement for several years by the late Superintendent; but unfortunately it had taken no tangible form when he was removed by death. Without a manual, new teachers have no guide as to the limitations of the work in their grades; the teachers of longer connection are at a loss to know just what to do, and what not to do; and there soon ceases to be that continuity of work which is absolutely necessary to any well ordered system where each part is closely related to the whole. A manual is also a great aid in suggesting to all the teachers the general line of instruction and government desired by the Board, and, in fact, herein lies its chief usefulness; to know just what is required of him is the prerogative of every teacher; knowing this, he should be left free to employ his powers and resources unhampered, if his products bear the impress of sound teaching. Before another school year opens I hope to have prepared, by the aid and coöperation of the teachers, a manual based on sound philosophical principles and framed in the light of practical experience. Other changes, to which I have referred, will be treated in other connections.

PRIMARY SCHOOLS.

Teachers.—There still exists in the minds of many the fallacious idea that untrained, inexperienced teachers are

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good enough for primary schools. When will this theory be exploded? When will it cease to be held by intelligent persons that a young lady who possesses a modicum of book knowledge, who has never had any experience with children, who knows little or nothing of the laws of mental development, is sufficiently equipped to take complete charge of forty or more little ones for five hours each day to control and instruct. If ever there is a time when pupils need to come under the influence of a teacher of judgment, possessing a firm yet kind and loving nature, of one who has had the benefit of special training for the work, it is during their first years of school life. It is then that their minds are most pliant, most receptive, and easier directed into correct habits of thinking and acting than at any subsequent period of their lives. And again, a large number of children finish their school education in the primary grades. This is shown by the statistics of every city and town.

The only knowledge and training which the schools are to furnish this class must be given in these few years. Is it not of supreme importance then that the teaching shall be of the best in these schools?

I do not wish to give the impression that there are not many worthy and thorough teachers in our primary schools. My experience with them is limited, it is true, but I have seen enough to convince me that many of them are most excellent. But, on the other hand, there are some who are not aware, apparently, of the great responsibility that rests upon them; who evidently feel that they are performing their whole duty when they go through the hum-drum routine of hearing lessons day by day. I have even heard the argument advanced by some of them that the primary teacher had little or nothing to do in the way of preparation for the work outside of school hours. I am sorry for the children who sit at the feet of such teachers,

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and I am extremely sorry for the teachers themselves. The preparation required of candidates for assignment to teach in these schools is an advance from that which was required a few years ago by the Board. I find by reference to the Reports of previous years that the subject has been receiving their attention for some time. Three months of observation in the schools without pay is now exacted of those who have passed the required examination, and have not had successful experience elsewhere.

But the root of the trouble is not reached yet. A more thorough preparation than this is necessary, and is being demanded elsewhere. All the large cities of New England are founding special training schools for teachers as adjuncts of their school system, while the smaller ones are making drafts for teachers of successful experience upon the towns that pay small salaries. I am not an advocate of any doctrine that would compel a young lady resident to go away from home to acquire experience or training before she shall be accepted as a teacher in our schools. But I do maintain that the schools are supported for the benefit of the children, and not for those who teach, and, as the trite saying, "As the teacher so the school," is a true one, I most earnestly commend to your Board the necessity of strengthening the schools from the foundation by demanding a thorough and professional training from those who are hereafter to fill the vacancies arising in the primary grades.

Instruction and Methods.—The employment of untrained teachers, and the absence of a manual for a guide, is evidenced in the crude methods of teaching observable in many of these schools, as well as in the wide difference in the preparation of those pupils who are presented as candidates for the grammar schools. The policy of promoting the children in mass, combined with the other two facts stated, has the effect of lowering the standard of the work in the lower grammar grades.

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The outcome is, that frequently the teachers in those grades are discouraged in their attempts to unify the work of those coming from different primary schools, and are often criticised for not securing better results, while the source of the difficulty lies wholly without their jurisdiction. But one section of the schools cannot be affected injuriously without all the others suffering in a greater or less degree. They all form a complete system, beginning with the lowest primary grade and ending with the first class in the high. The curriculum must be arranged not only with reference to the pupils of any one part but with consideration of the whole system; the methods of teaching should be sound from the beginning to the end; discipline should not be administered with reference only to each act, but with recognition of the training of the past, and of that which is to follow.

With these thoughts in mind, I have examined carefully the methods employed in teaching the different branches, as well as the means of discipline in general use. While I have found much to commend in both, there exist faults which involve a great waste of energy and time on the part of the teachers and pupils. In the majority of the schools objective methods are used, but in many instances the want of skill and appreciation of the end sought are apparent. In arithmetic the time has been employed during the first two years in developing the processes of addition and subtraction only. I believe this to be wrong, for it has been long conceded that the best results are obtained in this study by taking the four processes together; in language, the amount and kind of instruction varies with the ideas of the individual teacher; in reading and spelling, the methods employed are generally good, and the results correspondingly so; the course, however, is graded rather high, and it would be an improvement to modify this; in geography, nothing whatever is attempted

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during the first four years; in music, the plan formulated a few years ago is being carried forward by the special teacher in that branch, and most gratifying results are being evidenced; drawing and the study of form, which until the past term had no substance, is now by a recent act of the Committee to occupy that place in the primary work that it deserves; writing, which shows fair results at the outset, is not continued with that thoroughness of drill which alone can make it effective. The discipline is full strict enough, and would be improved, I think, if corporal punishment was not resorted to so frequently; but the government is of such a nature in many rooms that habits of self control, of prompt and quiet obedience to constituted authority, are developed but little.

I have stated here briefly the general condition of the schools as they appeared to me in my visits. I do not care to elaborate on these matters, or seek the remedies in this Report; they can be explained to the Committee in conference and the needed reforms brought about by the actual work in the school room. The efficient chairman has recommended in his Report the preparation of a new manual, and the opening of a training school for teachers, the two things most needful to produce greater efficiency in this department. I am confident that the teachers are ready to embrace with enthusiasm any suggestions that will tend to secure better results for their arduous and, at times, most perplexing labors.

GRAMMAR SCHOOLS.

There are three distinct grammar schools in the city, and one building which is used partly for grammar, partly for primary grades. An overflow of the ninth grade in the Fifth street school finds quarters in a primary building. The whole number of different rooms used for grammar schools is thirty-seven.

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Forty-one teachers, including the principals, are now employed in them, who look after the interests of 1447 pupils. A wise provision of the Board restricts the number of seats in each room to fifty. No teacher can do justice to many more than forty pupils, and the average number to a teacher, exclusive of the principals of the three large buildings, varies but little from this at present. In many places, the average cost per pupil is reduced by assigning fifty or more pupils to a teacher. But where this policy is pursued, the teacher either is overworked, or some duties are shirked; and more, the size of the average school room, ventilated howsoever well, does not warrant the placing of more than forty pupils in it.

The advantages enjoyed by the grammar schools in this city are superior in many respects to those of any with which I am acquainted. We hear frequent complaints from teachers less favored, that they are hampered in their work by the lack of suitable reference books by which their teaching may be broadened and habits of research inculcated in their pupils; or that their methods are not of the best, because they do not have those means of illustration which enable them to present the subjects taught in a practical manner; or that, not having a supply of supplementary books to use in connection with the regular text books, the recitations become monotonous and uninteresting. But no such excuses hold good with us. The Howland fund, that inestimable blessing to the schools of this city, furnish all these and more, if necessary. The teachers have but to stretch forth their hands, and every want is supplied from this or the regular appropriation that will aid them in making their work most effective. If, then, those who attend these schools do not attain that proficiency of knowledge which we have reason to expect, or do not acquire correct habits of study, the deficiency must be attributed to other causes than those arising from a dearth of proper working materials.

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The question to be met then is, are the acquirements of the pupils in the different grades proportionate to the time and energy spent upon them, and the advantages with which they are surrounded? If I answer this question in the affirmative, I fear the facts will not warrant the assertion; if, on the other hand, I affirm that such is not the case, I fear that I may be accused of hypercriticism and of a disposition to find fault, where slight cause exists. But I shall be bold to affirm — and I hope with a just recognition of the merits of the schools — that, taken as a whole, their condition is not such as to give complete satisfaction to those most intimate with them. The ideal is not to be attained, it is true; defects are to be expected, and it would not be rational to look for perfection in these schools more than in any sphere of human endeavor. I trust that I am not disloyal to the highest interests of the schools in the criticisms that I make.

Progress can only come where existing conditions are recognized to be undesirable; and, if the schools are not doing all they should, their friends ought to be the foremost in advocating such remedies as will effect a cure, or at least an improvement. I feel that I shall be sustained in what I have said by the teachers themselves, and by the members of the Committee who know best the condition of things.

The causes of the weaknesses in the grammar schools lie not wholly within them. They are but a part of a closely related system. If the pupils who come to them from the lower schools have not been thoroughly grounded in the elements of the studies that they are to continue; if their methods of thinking and reasoning have not been acquired with the guidance of sound educational principles; if they vary greatly in the amount of knowledge which they are expected to have in the different branches — it is readily seen how the higher schools are affected. My observations of

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some of the conditions that have made the above true of the primary schools, as shown in my report on them, reveal some of the difficulties with which the grammar teachers have had to labor. On the other hand, the faults of these schools cannot be wholly or mainly charged to the condition of the pupils entering them. The principal causes must be sought for elsewhere. One of these is the absence of a well defined course of study; another, the want of a firm and fixed policy as to promotions from grade to grade. Without the former, there is necessarily a great waste of time; without the latter, pupils unfitted to do the work of the class are found in every grade. I do not believe in any cast iron rule to govern the promotion of pupils from grade to grade, but it is my experience and the testimony of the best teachers whom I have heard express an opinion on the subject, that the effect is most injurious to the schools when pupils who have not reached a fair standard are allowed to advance. There are exceptions that should be made to the rule, all admit, but these should be made with discrimination and judgment.

The teachers who have charge of these schools are not wanting as a rule in ability or fidelity to duty; many of them are cultured and refined, and their influence over their pupils is of the best; that all intend to be faithful to their great trust is undoubtedly true; that there should be some failures is not strange. The method of filling the vacancies that occur in this corps, which is, to promote successful primary teachers (called promotion, I presume, because the salary is more), may be good policy and may not. It depends. Without doubt, many a good primary teacher has become a very indifferent grammar teacher. Without question the effect is to constantly weaken the primary schools, the very life and foundation of the school system. But in whatever way the appointments may be made, the grammar schools cannot possess the strength they should,

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unless their teachers add to experience professional knowledge. This can only be acquired by the study of those books which embody the observations and experiences of other educators, and of human nature, the material with which they deal.

The chairman of the Committee on Grammar Schools in his Report has referred to some changes which have been made recently in text books in this department, and has expressed the belief that they will prove beneficial. This will not be questioned, I think, if the object is fully understood. This is, to have uniform books in all schools of the same grades, and also to have those in use which conform to the most advanced ideas of educational thought. It is of vital importance to every teacher whether the text books are graded to the capacity of the pupils, are suggestive in the treatment of the various topics, are framed in accordance with sound educational principals, or *per contra*, are deficient in any or all of these respects.

I trust that the impression will not be left in the minds of any from what has been said that these schools are not doing a grand and noble work, or that, considered individually, each teacher is not laboring to good purpose. I sincerely believe that the public schools furnish the best training, the soundest knowledge of any in this country, and that ours compare favorably with the best. What I have attempted to show is this, that certain conditions exist in them that have a tendency to weaken their efficiency and if allowed to go unremedied will cause them to retrograde. The common school system is criticised by some as undertaking too much already; others would enlarge its scope so that it embrace a training in all the arts and sciences. It appears to me that conservatism and radicalism are judiciously blended in the general administration of the schools of the city, and while that which in the light of experience seems good is held to, there is a perfect willing-

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ness to experiment with the new, provided after careful investigation it appears to bear the stamp of worth.

UNGRADED SCHOOLS.

Country Schools.—According to the present classification, the country schools embrace not only the four that are strictly ungraded, but also two that are graded, although not so closely as those in the more thickly settled portions of the city. These two are the Acushnet and the Cannonville; the former comprising three rooms with nine grades, the latter, two rooms with six grades. By placing these last mentioned under the grammar and the primary departments, undoubtedly a new stimulus would be given the work in them, and other advantages would accrue. I have taken pains to visit each country school during the year, remaining long enough at each visit to secure much information regarding its condition, the methods employed in teaching, and the progress that was being made by the pupils. I have also interchanged views with the different teachers on organization, discipline, and instruction. The information thus gained gives me the impression that they vary but little from others of their kind, and are not what they are capable of being made under a system like ours. There is some good individual work, there is some very poor. No two appear to be working on the same plan, and not all with the idea that modern educational methods, based on psychological laws, are just as capable of being put into practice in these schools as in any other.

In the "old fashioned" country school the length of the school year was usually short, especially for the older pupils. Frequently the teacher of the winter term, when the larger pupils attended school, was a different person from the one who taught in the summer. Neither as a rule had any special training for her calling, and frequently little

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education. Each "deestrict" was a small oligarchy ruled by a few committeemen who lived in it, and whose knowledge of books and human nature was usually very limited. Appliances for illustration were few, if any were furnished: the text books were of the poorest description, and books of reference unheard of luxuries; the pupils ranged in ages from four to twenty-one or older, attending very irregularly and only a few months a year.

Laboring under such adverse circumstances the pupils learned but little, and in time it came to be the custom to expect only poor results from ungraded schools in general. And the opinion still prevails to a certain extent among a large class of people that it is injustice to expect from a teacher of an ungraded school results that compare favorably with one fully graded, even if all the advantages are the same to both except the grading. This feeling frequently infects the teachers, and it is no unusual thing for one to reply, when attention is directed to faulty teaching and unsatisfactory results, "I cannot be expected to do as good work in a school of this kind as is done in a graded one." Such an excuse should never be offered for unsound teaching, and, in my opinion, in no case where the number of pupils in the school is less than thirty, and the school forms part of any well ordered school system. The law of the state abolishing districts and placing all the schools in each city or town under one central Board had for one of its objects the elevation of those in the country. They have improved very much since the passage of the law, through the employment of better teachers and the lengthening of the school year. Here, as good salaries are paid in these as in any. They have the same text books, and, if the teachers request them, all other appliances necessary.

Recently a special teacher in drawing has been appointed to teach that branch in them every week, and the instructor in music visits all but those most remote. It rests with the teachers to make them models of their kind.

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I would not have it thought that I do not recognize some of the peculiar disadvantages that are met in teaching a country school. I do, while at the same time I would have it borne in mind that it has come to be an accepted theory of educators that there are some special advantages incident to such a school. The advantages of the graded system pertain largely to economy of time and money; for a teacher can instruct well a larger number of pupils in one grade than where there are many grades. The country school teacher has these helps: The pupils have more time for individual study in the school room; the recitation of the older pupils in the presence of the younger add to the knowledge of the latter; the manner in which the pupils spend their time out of school is less apt to divert their thoughts from their studies than is that of those in the city; the teacher by longer association with the pupils and with the conditions of country life, can know them and their parents more intimately than the one in the city.

It it true that the size of the classes, consisting frequently of only one or two pupils, is not very stimulating to the teacher or the scholars, and the number of recitations tends to loss of time. But sufficient stimulus will be supplied by the thoughtful and energetic teacher in the one case, and good organization, with a well planned program for each day's work, will guard against the other. These positions demand teachers who are trained, who are well equipped mentally, and who are physically strong, for the instruction has a broad range and the duties are arduous.

If, then, only those teachers who are thoroughly fitted for these positions are assigned to them, and the salaries made large enough to make the places desirable, and thus avoid frequent changes, I can see no reason why equal proficiency cannot be expected and demanded of the pupils in these schools as is attained in the best graded ones.

Mill Schools.—These schools, as the name indicates, are

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intended for the benefit of those pupils who are compelled by force of circumstances to work part of the time in the mills before they are entirely relieved from attendance at day schools. Although they were instituted especially for those who find employment in the mills, hence their title, those following other occupations a portion of the year are sent to them. They are a very necessary adjunct of our school system, and perform a most useful and effective work. It has long been a problem with school authorities in cities and towns containing industries that employed a number of children, how to provide for the schooling of those who worked five months and went to school the other five demanded by law. It was hard to adjust them to the graded classes without doing them, or the others in the school, injustice. I think the question has been settled here in the best manner possible, and the longer my acquaintance with these schools the more thoroughly I am convinced of the fact. There are two rooms only that are now used for these schools, one in the north part of the city, the other in the south. They are ungraded schools, yet differing essentially from such schools located in the suburbs. The majority of the pupils have attended at an earlier age the regular primary grades; some may have reached the lower grammar; a few have been to neither, making their first appearance in our schools as pupils of these classes, never having attended school anywhere with any regularity. The terms do not correspond with those of the other schools; with these there are four terms, each twelve weeks long, with an intermission of one week between each.

It requires teachers of tried experience, of tact, and of sound judgment to conduct these schools successfully and with little friction. The ladies in charge show eminent qualifications for these positions, and are filling them most acceptably.

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THE HIGH SCHOOL.

The chairman of the High School Committee, in his valuable Reports of the last year and this, has presented so clearly and fully the aim and scope of the instruction in the different departments of this school, that I am relieved from attempting anything in detail relating to it. One is enabled by reading them to get not only a fair knowledge of the general purpose which characterizes the whole of the teaching, but also the methods employed in treating each branch of study.

The advantages offered now by this school to its pupils are unquestionably equal to those offered by the best of its kind. The course in English, adopted several years ago, and now for the first time operative in every class, is not only systematic and thorough but in accord with the ideas of the best teachers of this subject. The department of natural science is quite complete, and the methods of presentation objective and scientific. One of the agents of the State Board of Education, in a report made by him a few years since on the high schools of the state, thus expresses himself: "In a majority of schools there is little attempt to make the students scientific, and the attempt to give them science fails. Four causes conspire to produce this state of affairs. First, the absence of elementary science teaching in the lower schools; second, the amount and variety of work imposed upon the teachers in most of the high schools; third, the scanty provision by the school authorities of the means of teaching; fourth, the fact that many of the teachers have not been trained in the modern scientific method." There is no attempt to teach elementary science in the lower schools at present, but I hope that will not be true very much longer.

The other reasons given why the teaching is not scientific in high schools do not apply to ours. The teachers

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have time to do well what is required of them; the department has all necessary appliances for its work; the teachers have been trained in modern scientific methods. There seem to exist no strong reasons why the best of results should not be expected, and I am confident that such are being obtained. It remains but to add, so far as the teaching in all the departments of the school is concerned, that it is marked by an earnestness of purpose and an intelligence of conception on the part of the teachers that bodes well for the future.

The physical welfare of the pupils is not forgotten in caring for their mental development. Provision is made by which the boys take a thorough course in military drill and the girls a course in light gymnastics. In this way all the pupils have a certain amount of regular and systematic exercise, and its beneficial effects are apparent.

But the High school has a higher sphere of duty than the cultivation of the purely mental qualities of its students and the development of their bodies. It should aid them to a noble manhood and a noble womanhood, through the exercise of those moral attributes that form and establish character. This is being done most effectually in the school. One cannot fail to be impressed with its tone. It is good throughout. The pupils appear to be influenced to act from proper motives to do what is right, and are not driven to do so from fear of punishment, or with hope of reward. When such is the spirit of administration, breaches of discipline become rare, and government grows easy.

EVENING SCHOOLS.

The manufacturing places of the state, especially those in which there are located many cotton and woolen mills, are feeling the effect of recent legislation relating to evening schools far more than the others. This is due to the

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fact that the population of such places contains the largest percentage of illiterates, or at least persons who cannot read or write in the English language; and such are now forced by the laws to attend evening schools regularly, or they cannot be employed in mercantile or manufacturing establishments. These compulsory laws are not only an advance step in educational progress, but most wise, and in time they would reduce the illiteracy of the state to a minimum, were the school laws of the neighboring states, and of those foreign countries that contribute so largely to our population, equally progressive and stringent.

As it is, we suffer for the omissions of others. Very many of the illiterates belong to a floating population; they are here today, somewhere else tomorrow. If they seek employment in our city, we compel them to enter the evening schools. They scarcely get settled to their studies before they leave the city, and their places are taken by others.

Owing to this class of persons, the average number of pupils belonging is kept large, while the average nightly attendance is much smaller, making the cost high, and the returns for the outlay unsatisfactory in proportion.

Admission to the evening schools is now refused to all those who are under fourteen years of age, except a few between thirteen and fourteen, who, having complied with the laws relating to attendance in day schools, have not learned to read and write in English.

The growth of the schools in this city has been remarkable within two years. A few years since they opened usually with an attendance of two hundred or three hundred pupils, and closed with half that number; now the average number belonging is about one thousand, with an average nighty attendance of about eight hundred. (The exact figures for each school may be seen by reference to the table of statistics.) The pupils may be divided into

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two general classes: the illiterates, who are compelled by law to attend, and such others as have been deprived of advantages of schools in their early life and are ambitious to secure at least an elementary education.

There are in attendance at present about 75 per cent. of the former class to 25 per cent. of the latter.

As much individual work is necessary in the evening schools, a teacher cannot instruct more than twenty pupils; therefore the proportion of teachers to the pupils is larger than in the day schools. Forty are now employed. The principals are all experienced in evening school work, and this is true of many of the other teachers. Although my personal observation of the actual teaching in these schools has been somewhat limited, I have a fair knowledge of what they are doing, as well as what is being accomplished in this direction in other cities, and I think examination will prove that there are few better in the state. The prevailing discipline is mild, yet effective, and the order most excellent. They are quite well graded and the instruction is good, according to the present standard for such schools.

While I deplore in common with others the causes that make evening schools necessary, and sympathize with those individual cases that suffer most from the compulsory laws, I believe they are a wise provision, and should receive most ardent support. They have a sphere peculiarly their own, however, and in no way should be allowed to encroach upon the rights of the day schools. It appears to me that they are now but in the experimental stages, notwithstanding the great advance that they have made during the past few years. Massachusetts has taken the lead in this department of education, as she has done and will continue to do in others. It remains for our sister states to follow her noble example, and give their support to a movement whose aim is to elevate the standard of citizenship, by placing the fruits of knowledge within the reach of all.

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DRAWING.

In Day Schools.—The study of industrial drawing in the public schools is now regarded by educational men as one of the most important in the whole curriculum. Even those who are not in favor of connecting carpentry, cooking, sewing, and other forms of manual teaching with the schools, concede to drawing a legitimate and important place in the course of study. It is not my purpose to dwell upon the arguments that have been adduced in favor of ingrafting this scion upon the educational stem. Those have been presented over and again. Its teaching is required by the laws of our state, and New Bedford was one of the first cities in the country to employ a special and trained instructor in this branch. Many pupils have gone forth from her schools to apply the technical knowledge acquired there to the practical tests of every day life, and have found it the means of an honorable and lucrative business.

I intend in this Report only to trace very briefly the history of this study in its connection with the schools, and to show the aim and intent of the present revised plan of work.

When the drawing was placed in charge of the present instructor some fourteen years ago, the ideas that held sway regarding the methods of teaching it differed much from those that are accepted today. The system introduced confined the work chiefly to copying from the flat, the accepted theory at that time. This plan was followed for some years, and not proving satisfactory, a complete change was made by which drawing from objects alone was substituted. This extreme change failed to satisfy the Committee; something yet was wanting to make the results apparent in the pupils, which is a true outgrowth of a correct system and sound teaching. Therefore, I find

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it recommended in the Report of the Superintendent of Schools for 1885 that the Prang system, so called, be introduced. Its merits are there set forth as follows: "Enough that it applies drawing intelligently and readily, *first*, to the common forms of geometry; *second*, to the science and art of construction,—that is, making working drawings, from which objects may be constructed; *third*, to representation, or the science and art of representing objects as they appear to the eye; and *fourth*, to decoration, or the art of ornamental design. And this effected by a scientifically graded course of designs intended to be duplicated from objects, every step of which, including the facts of perspective and the art of construction, is derived by the pupil directly from the study of the objects themselves."

Suffice it to say that this recommendation met with the approval of the School Committee, but for some reason no immediate steps were taken by which the system was put into the schools under any well formulated plan. Last spring the Committee on Drawing reported to the full Board that the subject required attention at their hands. A vote was passed by which the Superintendent was instructed to formulate a course of study in drawing for the schools in accordance with the Prang system, and to take such steps as were necessary to place the subject in its proper relation to the schools. Acting under these instructions I have adapted the course prepared by Mr. Bailey, state agent in drawing, to the first three years of the primary grades, and the others are in process of preparation. All the grades, however, are working under this system, Mr. Cumming, the director of drawing, having prepared a course for the High school and the two upper grammar grades in keeping with the vote of the Board.

Some changes have been made in the distribution of the time of the special instructor. He now teaches personally

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the pupils of the High school and those of the two highest grammar grades. The remainder of his time is given to inspecting the work of the primary and the lower grammar grades and in assisting the teachers of those grades.

With due appreciation of what has been accomplished in drawing in the schools in the past, I am confident that the study never had so good a standing in them as it has today. Where one pupil has been touched by its influence heretofore, there will be a score in the future. As the underlying principles become better understood by the teachers the effect will be felt still more by the pupils. With a thoroughly graded and progressive system in operation in all the schools, a few years will show a marked change in the general average of work.

Evening Drawing School.—This special department in drawing began its work this winter under the most favorable circumstances.

A full and complete course of study was prepared for the school and approved by the Board. It provides for a preliminary course in geometry and in free-hand drawing during the first year. This is followed the second year by the advanced courses; these are, the free-hand course, the architectural course, the designers course, the glass decorators course, and the course in machine drawings.

Mr. Arthur Cumming is the principal, as usual, and has charge of the special courses and the free-hand drawing. Mr. Albert B. Drake has charge of the geometry class, and Mr. George A. Stetson instructs those in machine drawings.

An additional room has been fitted up with electric lights for the use of the school. There is now every facility provided for each department.

The average number of pupils belonging to the school during the fall term has been 70.

The attendance is good, and in my visits I have found the school in excellent order. The time has been length-

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ened to two hours each night, instead of one and a half hours, which formerly prevailed. If sessions were held three nights each week instead of two, undoubtedly the school would be benefited; the terms would not be so long, and the attendance would not suffer so much as it does during the last weeks of the school.

The evening drawing school is a very important adjunct to the evening school system. The pupils are usually those who intend to employ the knowledge acquired there in the practical affairs of their every-day occupations, and therefore apply themselves with a zeal and interest that is difficult to incite in those who cannot see the immediate good of their study. When these schools fail to do good work, the fault lies either in the organization of the school or in the poor teaching. There does not appear any weakness at present in either of these respects in the school, and, judging from all appearances, a most profitable session may be expected.

A TRAINING SCHOOL FOR TEACHERS.

One of the questions that has received much attention from the Committee for the past few years, as evidenced by their Reports, is the one most vital to the interest of the schools, namely, the preparation of those who are being appointed to teach them.

I quote the following from the Superintendent's Report of 1884: "The weakest point in our whole school system is the loose, improvident way in which vacancies occurring in our corps of teachers are filled. By universal consent the very corner stone of a good school system is the employment of none except first class teachers; and those school authorities alone are squarely abreast of this requirement, who, utterly regardless of side issues of every kind, seek for and obtain thoroughly capable and thoroughly

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experienced teachers wherever they may be found, and give positions to none beside. But we, when we feel a want, make public advertisement of a time when an examination will be held of candidates to be teachers, and in due time hold the examination. Anybody and everybody may compete who is supposed to have a fair, ordinary education. The questions are strictly elementary in character, and the standard of acceptation is by no means stringent. Those who pass this clement ordeal are placed on the list of accepted candidates, and are thereby supposed by themselves and their friends to have a claim to employment."

The manner of recruiting the teaching force as described above, has had a weakening effect upon the schools, although since these words were first written the Board has made the requirements much more stringent for admission to the corps. Such teachers as pass the examination now demanded, and have had some years of succeseful experience, fulfil every condition that can be asked in reason for appointment to positions in any grade of the schools. It is the custom with us to fill vacancies occurring in the High school and in the grammar schools by the advancement of those teachers from the lower grades who answer these conditions. The tendency of this method is to sap the life of the primary schools, as the places made vacant in them are filled with young teachers of little practical experience, and no special training,—graduates chiefly of the High school and residents of the city. They have given no time to particular preparation for the profession which they are to adopt; they know little or nothing of the accepted methods of teaching or of government that prevail; they possess only such a ground work of knowledge as is furnished by the High school. In preparing for the practice of every other profession it is considered absolutely necessary for final success to supplement a good education with several years' study in a special school, and to add to

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this association with those who are considered experts in practical application. It must come to this with those intending to teach, and some such preparation is now generally acknowledged by educators to be indispensable. The normal schools of the different states are founded for the specific purpose of preparing teachers suitably for their occupation. But they cannot supply the demand made for trained teachers, and large cities like this are providing training schools in connection with their own school systems. These differ in the details of their organization, but are similar as to their general plan and purport. They do not entail a great additional expense upon the cost of the schools, and their benefit is proven beyond question. Their graduates are conversant not only with the best theories of education, but are acquainted with the accepted methods of applying them to instruction. They have a knowledge concerning the organization of the schools in their own city, and when placed in control of one, are enabled to administer its affairs as no novice can. The Committee are knowing to the particular qualifications of each of the trainers, and can select with discriminating judgment a suitable one for any occurring vacancy.

In view of the conditions already presented, I submit to the Board the advisability of locating in the Harrington Memorial school building, when it is opened for school purposes, a training school for teachers. The value of the memorial to that noble educator, who with voice and pen was ever earnest in his advocacy of most thorough preparation by teachers for their high calling, will be enhanced by devoting the building named in his honor to a purpose which has this end in view.

It may not be amiss to give in connection a brief outline of a plan which suggests itself as a suitable one on which to found such a school here, although many modifications may be deemed advisable, if measures are taken to establish it.

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First.—Pupils of the first six years of school life shall be included in its organization, that pupil-teachers may have practice in both grammar and primary school work.

Second.—It shall be placed in charge of a principal and a vice principal, both of whom shall possess good administrative ability, and shall be not only expert teachers, but also have had special training for normal work.

Third.—There shall be at least three pupil-teachers for each room, whose whole term of service shall be one and a half years. These are to be divided into three classes, known as the junior, middle, and senior.

Fourth.—Graduates of the New Bedford High school shall be admitted without examination, and graduates from any other high or normal school upon such an examination as the Committee may prescribe. All shall take a suitable examination for a training school diploma. This diploma shall have the force of a second and third grade certificate as now established by the Board.

Fifth.—The pupil-teachers of the junior class shall receive no compensation for their services; those of the middle class shall receive four dollars per week, and those of the senior class, eight dollars per week. The senior class shall perform such substituting as the Committee may require of them, without extra pay beyond their regular salaries.

Sixth.—The time of the pupil-teachers shall be given, first, to study, under the principal or her assistant, of the principles of education and the methods of teaching the specific branches required in the common school curriculum; second, to working with classes of pupils.

The above brief sketch of a scheme for a training school is not submitted as an ideal one, by any means, but one which seems to be perfectly feasible for our present purpose, and which in operation will certainly tend to stimulate the teaching throughout the schools, and increase their cost but immaterially.

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THE RECESS QUESTION.

Among the many changes that have taken place in school affairs during the past fifteen or twenty years, those that relate to school sessions may be numbered among the important ones. It is to be presumed that those changes have been the outgrowth of the experience and wisdom of those most intimately connected with school matters, and who have taken such action from time to time as the changing state of society and the conditions that affected the schools demanded. It is also fair to presume that after the experimental period of any innovation has passed, and the results meet with the sanction of a large majority of those most closely affected—it is only fair to presume, I repeat, to claim for such an innovation the need of success. The adoption of one session in the high schools; the shortening of the afternoon session, and the abolition of the recess during that session, in the elementary schools; the shortening of the forenoon session, and the abolition of the recess during that time also,—these are the most important modifications that have occurred during recent years in that part of school management that relates to sessions. And all of the above mentioned breakings-away from the customs of the past may be well said to have passed the trial stage, and are considered by the majority of those who have tried them to be improvements over the former prevailing customs. They have not been adopted, it is true, without strong opposition and without many dire prognostications being made as to the evil effects that would follow —effects that would more than counterbalance the acknowledged good that might come. But where they have been adopted, there they remain, although years of trial have intervened; and more, each year witnesseth other places following the example of those who have been the pioneers in these movements.

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In New Bedford the first two are accepted facts, and appear to give general satisfaction. The last has not been tried as yet, but, being under advisement by the Committee, it may not be amiss to present the reasons that have influenced the School Boards of many cities to abolish recesses altogether, and give also some of the important places where the plan has existed for some years.

Before doing so, however, I wish to say that recesses in the schools of large places are not the unmitigated blessings that many appear to think they are. One has but to talk with the teachers on the subject, observe carefully the actions of the pupils on their play grounds, and listen to their conversation, to become convinced that there are grave reasons for considering the question of no recess with calm and deliberative judgment, weighing the pros and cons by the light of knowledge gained from careful investigation of the facts as they exist. Custom is apt to acquire such a hold upon the actions of even the most conscientious of the human race that through it error appears in the guise of truth, and that which is evil takes the form of goodness. May it not be that the recess, which has so long been considered a blessing, has been disporting itself in false colors? If so, shall it not be known, and shall not judgment be passed upon it in accordance with the evidence?

So far as my information goes, the movement to do away with recess in the schools had its origin in New York state some fifteen years ago. Since that time, it has found favor in many cities where it is now in successful operation, and has been for a period varying from two to fifteen years. The following are among the many places where the recesses are dispensed with: Rochester, Albany, Troy, Newburg, Owego, all situated in New York state; Newport, R. I.; Springfield, Woburn, Haverhill, Quincy, in Massachusetts; and it is also being tried in districts of Boston. The Superintendent of Schools in Rochester, N. Y., after it had been

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tried there for some years, thus speaks of it: "Probably no change of so great importance has ever been made in the management of our schools against which so few objections have been urged, or that has met with such general approval." The testimony of the Superintendents of Schools in Albany and Woburn, both gentlemen of long and successful experience in school affairs, corroborates that of the Rochester Superintendent.

I shall quote now at length from a report made several years ago by Hon. A. P. Stone, member of the Massachusetts State Board of Education, to the School Committee of Springfield, when he was Superintendent of Schools in that place. He visited Rochester, made a careful and searching investigation of the workings of the no-recess plan there, and also entered into correspondence with the school authorities of other large places where it was in use.

He reported as follows: "This plan was not adopted at Rochester without mature consideration. It was referred to a committee of six persons, who investigated the subject and authorized a trial of it to be made in a few schools. Meantime, measures were taken to obtain the views of pupils, teachers, and parents, upon the matter, and to explain the nature of the change proposed. Physicians were also consulted and their opinions asked as to the desirability of the change. The result of the experiment was so satisfactory, and the opinions of all parties consulted were so favorable, that the Committee unanimously recommended the abolition of the recess. The report was unanimously adopted by the Board of School Committees, and carried into immediate effect in all the schools, except the High school, which has one session of four hours. From my interviews, observations, and correspondence, as spoken of above, I divine the following as a proper statement of the no-recess plan, and of its advantages, as claimed by its friends who have given it a fair trial:

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"1. In place of an out-door recess of fifteen or twenty minutes, the pupils are given thirty minutes of time at the close of the morning session for out-door freedom, and during the session one or more brief intervals of lively calisthenic exercises, in good air, and all under the superintendence of the teacher. Individual recesses are also allowed without restraint.

"2. The danger of bodily injury from the rude sports of children, and the frequent colds contracted by out-door exposure, which occasions so much irregularity of attendance, are avoided. In this respect a lessening of ill health is claimed. Many physicians whose children attend the public schools with no recess, do not object to the plan when conducted with proper limitations. The same is true in some places where physicians are members of the School Board; and the president of the New York State Board of Health, a physician, is quoted as saying that by the abolition of the recess the health of school children would be improved.

"3. Many parents dread the danger of the moral contamination of their children by vicious pupils—an evil which cannot be fully checked in the school yard by any teacher. To this may be added the petty tyranny and the bullying of the strong over the weak and timid. In fear of these evils, many parents have not sent their children to the public schools. This objection is now removed, and has resulted in an increased attendance upon the schools.

"4. The discipline of the schools is greatly improved by avoiding those personal difficulties and quarrels which originate in the rough plays, the loud words, and loud manners of the recess. Such cases often call for the infliction of corporal punishment. Superintendent Ellis, of Rochester, thinks that 75 per cent. of this kind of discipline is now avoided. The pupils are more orderly and industrious.

"5. There is an actual gain of time for school work: the oss of time in preparation for the recess, and in bringing

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pupils, after its excitements, into a state of composure proper for school work, being more than an offset for the difference of ten minutes between the length of the recess and the time, thirty minutes, taken from the session at its close. This results in more and better work.

"6. Family convenience is greatly promoted by closing at 11.30 o'clock A. M. It is claimed that the dinner hour of a majority of the patrons of the school is 12 o'clock; and by this arrangement pupils dine with their parents, and even assist, in many cases, in the preparation of the midday meal. In all schools there is more or less importunity for children to be excused at 11.30 A. M., to carry dinners to fathers and brothers working at great distances from home. Superintendent Cole of Albany says that formerly 500 children, upon the average, were excused daily in the schools of that city, for this purpose. This, of course, is always a loss of schooling to the children, keeping them constantly in arrears in their work, and is also a serious drag upon classes in the whole school. Many parents also wish their children excused at about 3.30 p. m. to take lessons in music, dancing, etc. The early closing of the afternoon session, allowable by the change of hours, meets all such cases. (To meet the cases arising from the latter causes, the afternoon session began at 1.30 P. M. and closed at 3.30 P. M.)

"7. Teachers are relieved from a great amount of police duty necessary at recess, and the administration of the school is much simplified.

"8. To the argument, sometimes advanced, that it is beneficial for children of all classes and conditions to meet together upon a common level, it may be replied that the school room is a better place to secure the influence needed in that respect, where the contest is not, as in the school yard, one of physical strength and boisterousness, but one of mind and character; a contest that does much to prepare children and youth for good citizenship."

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There were 11,423 cases of dismissal reported in the schools last year; there were many others not reported that occurred prior to April, as the present method of reporting them was not in operation and many were not recorded. A great majority were due to causes stated above.

There should be, of course, but one object in abandoning recesses and shortening the sessions, and that, the ultimate good of the pupils. There seems to be enough testimony in its favor to warrant at least a fair investigation and trial.

CONCLUSION.

Whatsoever may be the shortcomings of the schools, there can be no question as to their general efficiency and worth.

The standard of teaching grows constantly higher, the influences emanating from the school room, better and broader. The range of the instruction is constantly widening, and the methods of imparting it are becoming more scientific and more philosophical. The aim of the training is to inculcate in the pupils such habits as will form their characters aright and qualify them to exercise in the future the prerogatives of citizenship with a due appreciation of their moral obligations. But the schools cannot perform the obligations of the home and the church as well as their own. Each has its own functions, its own duties; yet one is led at times to think that the schools are responsible for them all.

To the teachers of the city, upon whose character and scholarship the fame of the schools must depend, I wish to express my sincere thanks for their cordial support and coöperation in my labors.

Respectfully submitted.

WM. E. HATCH,
Superintendent of Schools.

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List of Teachers.

HIGH SCHOOL.

	Residences.	Salaries.
Ray Greene Huling,	195 Cottage street,	$2500
Charles T. Bonney, Jr.,	93 School "	1600
Charles R. Allen,	1 Lincoln "	1300
Sarah D. Ottiwell,	74 Kempton "	900
Elizabeth P. Briggs,	100 Hillman "	900
Lydia J. Cranston,	81 North "	900
Mary E. Austin,	214 Kempton "	900
Lucretia N. Smith,	72 Foster "	900
Emma H. Wheeler,	2 Mt. Vernon "	700
Emma K. Shaw,	72 High "	700
Mabel Washburn,	10 Maple street,	$8 per week.

GRAMMAR SCHOOLS.

FIFTH STREET:

Allen F. Wood,	111 Acushnet avenue,	$1800
Mary A. Kane,	128 Grinnell street,	550
Sarah A. Carr,	56 Spring "	550
Sarah E. Stoddard,	352 County "	550
Mary E. Allen,	25 Madison "	550
Lydia A. Macreading,	17 Bonney "	550
Lizzie B. Brightman,	54 Fourth "	550
Helen L. Hadley,	196 Grinnell "	550
Jeannette Hunter,	55 North Sixth "	550
Helena Kennedy,	139 Acushnet ave.,	525
Sarah W. Almy,	Rockdale ave.,	550
Lena A. Chubbuck,	148 Purchase street,	500

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MIDDLE STREET:

	Residences.	Salaries.
George H. Tripp,	Fairhaven,	$1800
Katharine Commerford,	634 County street,	550
Mary R. Hinckley,	111 High "	550
Agnes J. Dunlap,	117 Hillman "	550
Clara S. Vincent,	233 Middle "	550
Hattie F. Hart,	233 Acushnet ave.,	550
Mabel W. Cleveland,	51 Summer street,	550
Lucy B. Fish,	64 Smith "	550
Clara B. Watson,	37 Fifth "	550
Maria B. Clark,	131 Chestnut "	525

PARKER STREET:

Charles E. E. Mosher,	92 High street,	1800
Eliza J. D. Shepherd,	5 Lincoln "	550
Martha A. Hemenway,	5 Lincoln "	550
Helen M. Gordon,	11 Franklin "	550
Sarah L. Spare,	5 Arch "	550
S. Flora Spare,	5 Arch "	550
Anna L. Jennings,	115 Maxfield "	550
Emma A. McAfee,	72 School "	550
Annie W. Braley,	619 County "	550
Josephine Almy,	201 Cottage "	550
Emma C. Nash,	1121 Acushnet ave.,	550
May L. Pettey,	22 Pope street,	475
Mary E. Sturtevant,	22 Parker "	500
Lizzie E. Omey,	63 Thomas "	400

THOMPSON STREET:

Katharine N. Lapham,	42 North Second street,	700
Mary A. Macy,	72 Bedford "	550
Abby F. Sullivan,	230 County "	550
Chella F. Carpenter,	2 Grape "	450

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PRIMARY SCHOOLS.

THOMPSON STREET:

	Residences.	Salaries.
Helen C. Allen,	173 Grinnell	street, $525
Annie C. O'Connor,	299 County	" 475
Helen J. Kirk,	27 Franklin	" 475
Grace H. Potter,	4 Orchard	" 450
Sarah A. Winslow,	315 County street, $8 per week.	

LINDEN STREET:

Elizabeth P. Spooner,	129 Hillman	street, $550
Lucy S. Leach,	91 Maxfield	" 475
Isabella Luscomb,	245 Cedar	" 475
Isadora Foster,	48 Parker	" 475

MERRIMAC STREET:

Sarah H. Hewins,	111 Merrimac	street, 550
Addie West,	232 Pleasant	" 475
Hattie S. Damon,	78 Hillman	" 450

MAXFIELD STREET:

Mary B. White,	57 Foster	street, 550
Sarah E. Field,	240 Middle	" 475
Annie E. Pearce,	151 Hillman	" 475
Bessie P. Nash,	1121 Acushnet ave.,	475

CEDAR STREET:

Annie S. Homer,	117 Hillman	street, 550
Abby D. Whitney,	59 Hill	" 475
Emma B. Allen,	Cor. Morgan and Cottage streets,	475
Willetta B. Nickerson,	46 State	street, 475
Annie L. Edwards,	62 North	" 450

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ACUSHNET AVENUE:

	Residences.	Salaries.
Jane E. Gilmore,	245 Acushnet ave.,	$550
Sarah E. Kirwin,	101 South Sixth street,	475
Susan M. Lucas,	North "	475
Mariana N. Richmond,	34 High "	475
Emma B. McCullough,	300 Purchase "	400
Carrie S. Silva,	81 Washington "	400

KEMPTON STREET:

Eleanor Commerford,	634 County street,	550
Bessie P. Peirce,	1 Court "	475
Kate Cleary,	61 Mechanics Lane,	475
Ida G. Howard,	15 Morgan street,	475

WILLIAM STREET:

Nancy H. Brooks,	135 Fourth street,	500
Amelia Lincoln,	87 Walden "	475
Mary J. Graham,	12 Court "	475
Clara C. M. Gage,	78 Mill "	450

FOURTH STREET:

Sarah H. Cranston,	81 North street,	550
Eliza H. Sanford,	76 Fifth "	475
Sarah E. Sears,	21 Griffin "	475
Annie L. Macreading,	17 Bonney "	425
Alice A. Taylor,	299 County street,	$8 per week.

DARTMOUTH STREET:

Isadore F. Eldridge,	28 Sherman street,	$550
M. Eva Schwall,	11 Bonney "	475
Sara H. Kelley,	24 Seventh "	475
Annie M. Carpenter,	2 Grape "	475

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GROVE:

	Residences.		Salaries.
Jane C. Thompson,	194 County	street.	$550
Sarah E. Tuell,	1046 South Water	"	475
Hattie L. Finlan,	186 County	"	475
Nellie W. Davis,	49 Bedford	"	475
Mary Barstow,	South Orchard	"	400

CEDAR GROVE STREET:

Lucy F. Clark,	131 Chestnut	street,	550
Carrie A. Shaw,	Belleville road,		450
Flora E. Estes,	535 Purchase	street,	450
Emily A. Delano,	464 County	"	425
Annie G. Brawley,	23 Washburn st.,	$8 per week.	

ARNOLD STREET:

Susan M. Tompkins,	2 Court street,	$575

COUNTRY SCHOOLS.

ACUSHNET:

Charlotte C. Carr,	56 Spring	street,	700
Belle B. Wheeler,	2 Mount Vernon	"	375
Lucy D. Ashley,	Long Plain,	$8 per week.	

CANNONVILLE:

Addie J. McFarlin,	152 Kempton street,	$500
Lillie C. Tillinghast,	Cor. Middle and Pleasant streets,	400

CLARK'S POINT:

Mary E. Pasho,	169 Grinnell st.,	$8 per week.

NORTH:

Mary Ashley,	Clifford,	$550

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ROCKDALE:

	Residences.	Salaries.
Susan C. Graffam,	280 Acushnet avenue,	$425
Alice P. Terry,	Hathaway road,	$8 per week.

PLAINVILLE:

Mary Chace,	Hathaway road,	$475

MILL SCHOOLS:

NORTH MILL:

Emma R. Wentworth,	117 Hillman street,	$15.50 per week.

SOUTH MILL:

Lucy J. Remington,	493 County st.,	$15 per week.

DRAWING TEACHERS.

Arthur J. Cumming,	271 Union street,	$1650
Fannie E. Ashley,	Clifford,	400
Albert B. Drake,	Cor. School and Fourth streets,	$7 per week.
George A. Stetson,	99 Washington street,	$4 per week.

SINGING TEACHER.

Fred L. Diman,	165 Middle street,	$1500

SEWING TEACHERS.

Carrie H. Richmond,	33 Seventh	street,	525
Eliza A. Smalley,	71 South Sixth	"	225
Gertrude H. Leonard,	62 Fifth	"	225

MILITARY INSTRUCTOR.

John K. McAfee,	72 School street,	300

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EVENING SCHOOLS.

CEDAR GROVE STREET:

	Salaries.
Mrs. Ruby M. Tripp,	$12.50 per week.
Annie G. Brawley,	6.50 "
Myra Leach,	5.00 "
Grace Carver,	5.00 "
Rachel Denham,	5.00 "
Mrs. Sarah Bowen,	5.00 "
Grace Covell,	5.00 "
Franklin C. Tripp,	5.00 "
Annie L. Brownell,	5.00 "
Ellis L. Howland,	5.00 "
Nellie Cook,	6.00 "

PARKER STREET:

Nathaniel W. Gifford,	12.00 per week.
Sara L. Tallman,	7.00 "
Lillie C. Tillinghast,	7.00 "
Abby R. Johnson,	6.50 "
Annie B. Parker,	5.50 "
Ida A. McAfee,	5.50 "
Mrs. M. F. Wilde,	6.50 "
Lizzie E. Omey,	6.50 "
Lucy Ashley,	5.00 "
Kate Sweet,	7.00 "
Anna I. Dexter,	5.00 "

MERRIMAC STREET:

Joseph P. Kennedy,	12.00 per week.
Edmond L. Wilde,	5.00 "
Eugenie Paull,	5.00 "
Edith K. Weeden,	5.00 "

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CENTRAL—ON HIGH STREET:

	Salaries.
Mrs. S. W. Wilde,	$12.00 per week.
Cora Cleveland,	7.00 "

FIFTH STREET:

Oliver W. Cobb,	15.00 per week.
Mrs. S. C. Whelden,	8.00 "
Mrs. C. T. Johnson,	7.00 "
Mary G. Bonney,	7.00 "
Mary Crowell,	6.50 "
Alice M. Holdsworth,	5.50 "
Sarah A. Winslow,	5.50 "
Lena Hamblin,	5.00 "
Harriet S. Gardner,	5.00 "
Julia Fay,	5.00 "
Annie F. Smith,	5.00 "
Alice A. Taylor,	5.00 "

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DEPARTMENT OF PUBLIC SCHOOLS.

REPORT FOR YEAR BEGINNING JANUARY 9, ENDING DECEMBER 22, 1888.

	NAME OF SCHOOL.	Total Enrollment for Year.		Average No. Belonging.	Av. Daily Attendance.	Per cent. of Attendance.	Total half days' Absence.	No. Cases of Tardiness.	No. Cases of Dismissal.	No. Cases of Truancy.	Half days Teacher was Absent.	Times Teacher was Tardy.	No. Visits by Superintend't.	No. Visits by Members Committee.
		Boys.	Girls.											
1	High,	186	280	329	311	.94	3,278	674	1,733	4	53	28	17	77
2	Fifth St. Grammar,	249	321	444	420	.95	9,462	1,455	1,112	13	103	8	43	34
3	Middle St. Grammar,	194	221	361	338	.93	8,275	838	1,654	60	27	13	39	41
4	Parker St. Grammar,	362	362	494	444	.89	12,894	2,634	1,356	40	10	1	47	42
5	Thompson St. Grammar,	97	76	148	137	.90	4,076	430	760	19	10	22	22	26
6	Acushnet Ave. Primary,	161	152	233	214	.90	6,528	601	142	9	66	4	12	8
7	Cedar St. Primary,	94	128	190	174	.90	5,607	274	197	4	113	9	15	9
8	Cedar Grove St. Primary,	119	111	141	126	.89	4,895	209	1,060	16	86	3	11	18
9	Dartmouth St. Primary,	80	92	142	131	.92	3,354	313	257	19	56	43	24	20
10	Fourth St. Primary,	109	106	185	166	.89	6,472	873	302	2	9	4	17	8
11	Grove Primary,	164	144	169	153	.90	5,643	1,014	749	1	15	1	12	4
12	Kempton St. Primary,	104	88	159	143	.89	4,431	390	178	3			9	12
13	Linden St. Primary,	86	83	114	106	.93	2,840	351	193	2	1	1	8	15
14	Merrimac St. Primary,	56	55	91	83	.91	3,117	330	123	20	5	2	12	12
15	Maxfield St. Primary,	67	77	129	121	.93	3,209	464	262	6	13	3	16	6
16	Thompson St. Primary,	118	107	180	158	.87	7,799	675	524	28	6	8	17	18
17	William St. Primary,	84	96	119	108	.90	5,910	496	155	11		2	11	16
18	Arnold St. Primary,	26	31	31	28	.90	717	47	36	2		1	2	
19	Acushnet,	53	57	81	74	.91	2,909	272	144		29		15	13
20	Cannonville,	52	58	79	71	.89	2,762	530	89		2	1	4	6
21	Clark's Point,	10	7	16	13	.81	1,353	83	19	2	2	1	3	9
22	North,	23	15	30	29	.96	917	39	16	1			2	1
23	Rockdale,	19	24	37	31	.83	2,061	85	35		13		4	8
24	Plainville,	18	15	23	20	.86	1,538	213	26	1	2		3	3
25	North Mill,	90	41	34	28	.82	1,376	321	85	6	34	1	5	12
26	South Mill,	69	40	29	25	.86	1,170	168	216	1	20		5	5
	TOTALS,	2690	2787	3988	3652	.91	112,593	13,779	11,423	270	675	156	375	423

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Annual Report

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE

Superintendent's Annual Report,

For the Year 1889.

NEW BEDFORD:
E. ANTHONY & SONS, CITY PRINTERS.
1890.

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REPORT.

By direction of the School Committee, I submit to our fellow-citizens the following Report for the year 1889.

STATISTICS OF THE SCHOOLS.

I. POPULATION.

The population of the city (census of 1880) was	26,875
The population of the city (census of 1885) was	33,393
School census, May, 1888, (children between 5 and 15 years of age,)	6,208

BY WARDS.

Ward One,	1,964
Ward Two,	703
Ward Three,	649
Ward Four,	457
Ward Five,	753
Ward Six,	1,682
	6,208

The school census was not ordered by the Board for the year 1889. I am compelled therefore to use the statistics of the school census for 1888; these do not show, of course, the increase of school population in the city during the past year.

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II. SCHOOLS.

High,	1
Training,	1
Grammar,	4
Primary,	11
Country,	6
Mill,	2
Farm,	1
Total,	26

III. SCHOOL BUILDINGS.

Number buildings owned by the city,	25

ROOMS USED FOR SCHOOL PURPOSES (DAY SCHOOLS).

High,	17
Training,	8
Grammar,	41
Primary,	48
Mill,	2
Country,	9
Farm,	1
Rooms available not used for day schools,	5
Total,	131
Rooms used for both day and evening schools,	20
Rooms used for evening schools only,	2
Rooms used for evening drawing schools,	3
Total,	25

IV. TEACHERS.

Whole number in service, Dec. 20, 1889,		194
As follows:		
High school,	11	
Training school,	20	
Grammar schools,	41	
Primary schools,	50	
Country schools,	8	
Mill schools,	2	
Special teachers,	7	
Temporary assistants,	2	
Evening schools,	53	
Total,		194

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V. PUPILS. (DAY SCHOOLS, 1889).

Whole number pupils enrolled of all ages,	5696
Average number pupils belonging,	4220
Average daily attendance,	3925
Per cent. of attendance,	.93
Number of half-days' absence,	107,186
Number cases of tardiness,	12,679
Number cases of dismissal,	13,107
Number cases of truancy reported by teachers,	249
Number cases corporal punishment,	1669
Half-days' absence of teachers,	1000
Number cases tardiness by teachers,	128
Number visits made the schools by Superintendent,	402
Number visits made the schools by committee.	469

EVENING SCHOOLS.

	Boys.	Girls.	
Whole number pupils enrolled, (Fall term, 1889),	847	517	1364
Average number pupils belonging, " "			986
Average nightly attendance, " "			760
Per cent. of attendance, " "			.77
Total nights' absence, " "			10,110
Number cases tardiness, " "			3182
Number visits made by Sup't, " "			16
Number visits made by Committee, " "			51

EVENING DRAWING SCHOOL.

	Boys.	Girls.	
Whole number pupils enrolled, (Fall term, 1889),	86	9	95
Average number belonging,			51
Average nightly attendance,			41
Per cent. of attendance,			.796
Total nights' absence,			229
Number visits made by Superintendent,			0
Number visits made by Committee,			4

PRIVATE SCHOOLS.

	Boys.	Girls.	
Whole number enrolled during year,	1019	1137	2156
Average number belonging during year,			1795
Average daily attendance,			1591
Per cent. of attendance,			.88

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The reports show a steady growth in the school population of the city, and a corresponding increase in the enrollment of pupils in the schools, both public and private. The increase in the enrollment is 219; in average daily attendance, 273. The per cent. of attendance for the year is satisfactory in comparison with that of previous years.

There are 28 more teachers' names on the pay-rolls than at the same time last year. The increase is chiefly in the Evening school corps, and in the Training school assistants. These latter, however, do not draw full pay.

A detailed statistical report, giving the attendance by schools and other items of interest, is appended to the Superintendent's Report.

COST OF INSTRUCTION PER SCHOLAR.

The statistics of this table, in conformity to the statute, include hire of teachers, fuel, care of school houses, books furnished by the city and supplies in general, except those from the income of the Howland fund. The basis of computation is the average number belonging to each school. The term "care of school houses," includes only the salaries of janitors.

The cost of maintenance of each scholar in the High school for the year has been	$49.34
Grammar schools:	
Fifth street,	23.69
Middle street,	24.59
Parker street,	22.22
Thompson street,	19.96
Training school (one term),	17.72
Primary schools:	
Acushnet avenue,	15.58
Arnold street (two terms),	10.45
Cedar street,	16.55

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Cedar Grove street,	26.59
Dartmouth street,	19.76
Fourth street,	17.17
Grove,	14.72
Kempton street (two terms),	9.13
Linden street,	20.19
Merrimac street,	25.04
Maxfield street,	21.57
Thompson street,	13.18
William street,	21.22
Country schools:	
Acushnet,	21.47
Cannonville,	17.54
Clark's Point,	31.70
North,	21.51
Plainville,	29.28
Rockdale,	25.59
North mill,	35.11
South mill,	39.94
Evening schools:	
Fifth street,	6.10
Parker street,	10.19
Merrimac street,	10.16
Cedar Grove street,	7.21
Central,	13.76
Drawing school,	16.09

The average cost of maintenance of a grammar pupil has been	$22.99
Of a primary pupil,	17.33
Of a pupil in Training school, (one term),	17.72
Of a pupil in a country school,	22.36
Of a pupil in a mill school,	34.08
Of a pupil in an evening school,	7.81
Of a pupil in evening drawing school,	16.09

As has been stated in previous reports, no just comparisons can be instituted, based on this table, as to the degree of economy exercised in the different schools; the circumstances of the various schools are so different. Some schools have a much smaller number of pupils to a teacher than others, and this circumstance greatly increases

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the comparative cost per pupil. Still again, the methods of heating some of the school-houses involve a much greater expense for fuel and oversight than is the case with others, with similar results as to the comparative cost.

Respectfully submitted,

WM. E. HATCH,

Secretary.

EXPENDITURES.

The Committee on Expenditures herewith submits its Report for the year 1889, as follows:

RECEIPTS.

Annual and special appropriations:		
For Teachers' salaries.	$81,900.00	
Incidentals (including text-books and supplies and Harrington school furnishings),	31,900.00	
Repairs of buildings (including heating and ventilating Maxfield street school building),	4,750.00	
		$118,550.00

PAYMENTS.

For Teachers' salaries,	$81,663.66	
Incidentals (including text-books and supplies and Harrington school furnishings),	31,618.31	
Repairs of buildings (including heating and ventilating Maxfield street schoo building),	4,626.20	
		117,908.17
Unexpended balance,		$641.83

DOG FUND.

Jan. 1st, 1889.	By balance,	$1,097.17
	Received during the year,	1,043.24
	Total credit.	$2,140.41
	Expenditures for the year,	113.63
Jan. 1st, 1890.	Unexpended balance,	$2,026.78

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The sum of $704.22 has been received during the year from non-resident pupils and paid to the City Treasurer, who has placed the same to the credit of unappropriated funds.

During the last decade, the cost of maintaining our public schools has, from year to year, gradually increased, until it has now reached the liberal sum of nearly $118,000. This surely is a generous amount, and one that should command the thanks and gratitude of its beneficiaries. But large as is this expenditure, all indications point to a continued increase in the future. The varied industries of our city are constantly growing, necessitating a large influx of artisans and toilers. The accession to our schools from this source is large, and with that of our native product, the attendance this year was increased six per cent. over that of the year preceding. Another cause for increase of expenses is our evening schools. In 1882 the appropriation for this purpose was $1200; this year the actual amount expended was $8,533.52. But it is needless to dwell farther on this subject; the facts above stated are sufficient to show the result that must inevitably follow, should the growth of our city continue.

VENTILATION.

Recognizing as we do the need of good ventilation in our schools, and desirous as is the committee to obtain this result, knowing also the penalty that the law provides for non-compliance with its mandates as relates to this object, still, it has not been thought wise to experiment to any great extent with the many methods now extant, for the reason that such experiments are costly and of doubtful success. The only modern system of ventilation of which we have any practical knowledge, that gained by actual experience, is the Smead. This

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has been placed in two of our school-buildings, — the Harrington and the Maxfield street. It has here proved effective, and we should be glad were the system adopted in others of our schools. But, as the city government is opposed to this method, and has actually refused to appropriate money for its farther introduction, your committee has refrained from urging its demands.

For the information of the Board and others whom it may interest, the Report of the State Inspector of Buildings for this district as to the efficiency of the method of ventilation now in use in the two buildings above mentioned, is here appended.

"*Harrington School, New Bedford.* — This is a new building and is of brick, two stories high, having four school-rooms in each story, and is heated and ventilated by the Smead system (under floor, so called). When inspected, it was found to be doing good work, but the circulation of air in the different rooms was found not to be as uniform as in the Maxfield street school, which is also heated and ventilated by the Smead system. In the Maxfield street school, the fresh air comes in and the foul air passes out at the same end of the room; the fresh-air inlet being in the middle of the partition and about seven feet above the floor, and the foul air passing off through registers in the floor in the corners. In the Harrington building the fresh-air registers are near the corner in each of the rooms, and about seven feet above the floor. The foul-air registers of which there are seven in each room, are placed in the baseboard; three at the opposite end of the room from the fresh-air inlet, and two on each side of the room. The average amount of air being discharged per minute from each room was 15 cubic feet for each scholar. The volume of carbonic acid gas was found to

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vary in different parts of the same rooms, from 7.4 to 9.5 volumes to 10,000 volumes of air."

"*Maxfield Street School, New Bedford.* — This is a two-story brick building, having two school-rooms on each floor, and each having a seating capacity for fifty scholars. This building is now heated and ventilated by the Smead system, and is giving the best of satisfaction. When examined, the average amount of air passing out through the foul-air ducts was found to be 32 cubic feet per minute for each scholar. The inflow of fresh air averaged 40 cubic feet per minute for each scholar. There were but two degrees variation in the temperature in different parts of the room. The greatest volume of carbonic acid gas found in any room was 7.4 and the smallest 6.1 volumes to 10,000 volumes of air. There was no material variation from this when taken in different parts of the room."

For the Committee,

J. HOWLAND, JR.,

Chairman.

SYLVIA ANN HOWLAND EDUCATIONAL FUND.

Balance of income on hand, Jan. 1, 1889,	$1,396.66
Interest for the year,	3,000.00
Total credit,	4,396.66
Expenditures for the year,	2.988.52
Balance on hand, Jan. 1, 1890,	$1,408.14

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Disbursements to the several schools and otherwise are as follows:

High school,	$739.63	
Fifth street grammar school,	221.46	
Middle " " "	124.08	
Parker " " "	340.12	
Thompson street grammar school,	97.09	
Harrington training "	265.32	
Thompson street primary school,	48.74	
Linden " " "	16.98	
Merrimac " " "	34.65	
Maxfield " " "	39.45	
Cedar " " "	63.65	
Acushnet avenue " "	32.89	
William street " "	52.50	
Fourth " " "	41.48	
Dartmouth " " "	33.26	
Grove " "	37.63	
Cedar Grove street " "	33.72	
Arnold " " "	7.52	
Kempton " " "	2.30	
Acushnet "	12.00	
Cannonville "	23.98	
North "	36.36	
Clark's Point "	8.74	
Rockdale "	14.61	
Plainville "	33.65	
North Mill "	13.19	
South Mill "	13.94	
Farm "	21.62	
		$2,412.56
Express,		38.62
Care of pianos and organs,		305.25
Pedagogical library,		69.29
Lectures,		46.34
Sewing exhibition, &c.,		15.98
Journal,		2.25
Stock on hand,		98.23
		$2,988.52

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Of the many objects for which appropriations have been made this year from the income of the fund, there are two whose importance would seem to demand special mention. These are the pedagogical library and the course of lectures on educational topics. For the first named, the sum of one hundred and fifty dollars has been appropriated, a part of which has already been expended for such books on methods of teaching and kindred subjects, as were deemed best suited to instruct and aid the teachers in their daily work. The library now contains 134 volumes, and it is the desire and intent of the Superintendent with the approval of the Board, to enlarge its field of usefulness by adding from time to time other books of acknowledged merit. To look for any marked results at this early stage of the library's existence would, perhaps, prove disappointing: but judging by the frequent calls that have been made for the books, we feel assured that good and permanent benefits both to teachers and scholars will obtain.

For the lecture course one hundred dollars was appropriated, of which a part has been used. Several addresses on subjects relating to school work were delivered in the hall of the High school by prominent educators, well versed in pedagogical lore, which were replete with good advice and wise suggestion. These meetings were well attended by the teachers and the interest they manifested gave evidence of their desire to possess the views and methods of well-known instructors. The lectures are to be continued, and we believe that much good, both to teachers and scholars, will result therefrom.

For the Committee,

J. HOWLAND, JR.,

Chairman.

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DETAILED STATEMENT

OF THE OUTLAY BY THE SCHOOL COMMITTEE FROM THE INCOME OF THE SYLVIA ANN HOWLAND FUND, FROM JANUARY 1, 1889, TO JANUARY 1, 1890.

BOOKS AND PERIODICALS.

Ambrose, F. M.,	$22.25	
Appleton, D. & Co.,	1.88	
Boston School Supply Co.,	70.20	
Bill, Henry, Pub. Co.,	17.00	
Barnes A. S. & Co..	4.38	
Bay State Pub. Co.,	.80	
Chase, W. I..	11.00	
Educational Publishing Co..	13.00	
Ginn & Company,	36.00	
Hutchinson, H. S. & Co.,	220.94	
Hatch, Wm. E..	4.00	
Houghton, Mifflin & Co..	1.96	
Heath, D. C. & Co.,	24.67	
Innman, H. S.,	20.00	
Ivison, Blakeman & Co..	214.25	
Knowlton, D. H. & Co..	3.20	
Kellogg, E. L. & Co.,	14.25	
Leach, Shewell & Sanborn.	43.32	
Lee & Shepard,	137.84	
Mason, Perry & Co..	43.68	
Stockin, A. C.,	11.40	
Small, Willard,	6.38	
Taber, Robert W..	11.64	
Van Antwerp, Bragg & Co..	8.40	
The Writers' Pub. Co.,	2.00	$944.44

PEDAGOGICAL LIBRARY.

Boston School Supply Co.,	$1.12	
Bay State Pub. Co.,	1.60	
Heath, D. C. & Co.,	7.30	
Lee & Shepard,	2.67	
Mercury Pub. Co.,	1.00	
Small, Willard,	51.99	
Silver, Burdett & Co.,	2.71	
Stockin, A. C.,	.90	69.29

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LECTURES ON EDUCATIONAL TOPICS TO TEACHERS.

Carson, C. J. R., janitor's service,	$3.00	
Dunton, Dr. Larkin,	13.75	
Lawton, Wm. C.,	2.89	
Metcalf, R. C.,	13.75	
Morgan, Thomas J.,	12.95	46.34

MUSIC DEPARTMENT.

Ditson, Oliver, music books.	$18.75	
Pierce, George, care of pianos and organs,	305.25	
Silver, Burdett & Co., music books,	599.64	923.64

SEWING DEPARTMENT.

Anthony. E. & Sons, advertising sewing exhibition,	$1.16	
Bliss & Nye, sewing baskets,	10.50	
Gardner, T. M., messenger service,	4.25	
Hatch, W. E., mending baskets,	.82	
Haskell & Tripp. sewing materials,	1.20	
Kirby, Wm. A., tables for sewing exhibition,	5.80	
Mercury Pub. Co., advertising sewing exhibition,	1.25	
Sullings, Kingman & Co., scissors,	1.50	26.48

PRIMARY DEPARTMENT.

Ambrose, F. M., language charts,	$24.00	
Anthony, E. & Sons. object and drawing supplies,	3.77	
American Supply Co., object supplies.	1.23	
Boston School Supply Co., reading charts,	78.00	
Bliss & Nye, stone jars,	16 00	
Coffin Bros., model boxes,	38.98	
Interstate Pub. Co., lessons on color,	2.93	
Lawton, Jas. M. Jr., object supplies,	2.25	
Perry, Geo. S., object and drawing supplies,	99.50	266.66

BINDING AND COVERING BOOKS.

Gammons. Lottie M., covering books.	$25.25	
Holden Book Cover Co., book covers.	28.72	
Hutchinson, H. S. & Co., mucilage,	4.00	
Kane, D. J. & Bro., binding books,	52.55	
Merrick, Emma J., covering books,	18.90	
Perry, George S., covering paper,	52.50	
Potter, Frances, covering books,	35.15	
Thornton, Rebecca, covering books,	16.50	233.57

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APPARATUS.

Bliss, George H., physical apparatus,	$2.80	
Bliss & Nye, supplies,	1.65	
Bates, Mrs. A. E., roller skates,	.99	
Borden, Chas. F., wood work for apparatus,	7.50	
Carson, C. J. R., services on telescope,	7.00	
Douglass, F. M., corks,	.75	
Eimer & Amend, physical apparatus,	25.59	
Eastern Educational Bureau, fraction box,	10.00	
Ginn & Company, globe,	10.20	
Gage, Alfred P., physical apparatus,	3.50	
Goodnow & Wightman Mfg. Co., physical apparatus,	2.52	
Greeley, E. S. & Co., physical apparatus,	2.35	
Hadley, Frank R., rubber sheathing, &c.,	.75	
McAllister, T. H., gelatine plates,	.50	
Mosher, C. E. E., repairing apparatus,	10.25	
Perry, George S., metric sticks,	4.00	
Purrington & Brown, vases for botany class,	3.30	
Ritchie, E. S. & Sons, physical apparatus,	30.95	
Richter, Geo. H. & Co., neostyles,	31.80	
Sullings, Kingman & Co., supplies,	2.91	
Sherman, C. R. & Son, physical apparatus,	1.44	160.75

MISCELLANEOUS.

Almy, Sarah W., photographs,	$3.00	
Bliss & Nye, carting,	2.00	
Cyclostyle Co., waxed paper and ink,	30.40	
Dews, Edwin, journal,	2.25	
Gardner, T. M., carting,	3.00	
Gray, Chas. A., freight and carting,	9.91	
Hatch & Co., express,	26.85	
Hart, Thomas M., American flags,	25.50	
Heath, D. C. & Co., outline maps,	14.89	
Kellogg, E. L. & Co., blackboard stencils,	2.00	
Lawton, Jas. M. Jr., pictures and framing,	13.65	
Leach, Shewell & Sanborn, number lessons,	2.00	
O. C. R. R. Co., freight,	1.90	
Silver, Burdett & Co., wall maps,	180.00	317.35
		$2,988.52

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TEXT BOOKS.

The Committee on Text Books herewith submit the following as their Report for the year 1889.

The cost of books and supplies furnished the several schools in detail for the year 1889 is as follows:

	Books.	Supplies.
High school,	$137.21	$795.95
Fifth street grammar school,	349.20	269.67
Middle " " "	215.05	198.63
Parker " " "	456.52	247.56
Thompson st. " "	66.68	95.50
Harrington training "	106.62	62.65
Acushnet avenue primary school,	34.31	53.38
Cedar street " "	36.84	44.63
Cedar Grove street " "	20.42	47.61
Dartmouth " " "	51.30	49.63
Fourth " " "	26.68	36.46
Grove " "	40.46	35.30
Kempton " " "	13.12	13.69
Linden " " "	45.45	23.71
Merrimac " " "	31.18	36.48
Maxfield " " "	49.25	41.05
Thompson " " "	49.76	56.06
William " " "	17.43	36.19
Arnold " " "	1.30	.09
North Mill "	16.38	6.83
South Mill "	10.97	6.39
Acushnet "	21.09	21.61
Cannonville "	18.13	22.83
Clark's Point "	5.77	6.43
North "	15.68	12.84
Plainville "	5.10	14.06
Rockdale "	17.02	23.03
Cedar Grove street evening "	71.31	34.31
Parker " " "	13.24	10.74
Fifth " " "	40.57	9.94
Merrimac " " "	39.63	5.17
Central " "	3.49	1.07
Evening drawing "		62.23
Farm "	12.55	9.72
Office Supt. Schools,	12.14	26.52
	$2,051.85	$2,417.96

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The average cost per pupil in the different departments of the schools has been as follows:

High school,	$2.91
Grammar schools,	1.31
Primary schools,	.44
Mill schools,	.68
Country schools,	.72
Day schools,	.97
Evening schools,	.29

STATEMENT.

Cost of books and supplies purchased during 1889,	$4,540.61	
Cost of books and supplies in stock Jan. 1, 1889,	724.39	
		$5,265.00
Cost of books and supplies charged to schools 1889,	4,469.81	
Cost of books and supplies in stock Jan. 1, 1890,	778.64	
Cash receipts from sale of books, etc.,	16.55	
		$5,265.00

For the Committee,

WILLIAM H. PITMAN,

Chairman.

HIGH SCHOOL — 1889.

Nothing has occurred, during the past year to interrupt the work of the school, and I am pleased to be able to report that it is now progressing very smoothly. The committee has so far succeeded in adjusting the work of the several departments as to leave, to-day, scarcely any just ground for the complaints of overworking the pupils.

While the reorganization of the school was in process, and before the new courses of study were fully established, some of the teachers, naturally and commendably enthusiastic for the development of their own special work, and earnest for results, long desired, but beyond the reach of the old method of teaching, attempted at first, perhaps, to cover more ground than the aptitude of

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their pupils and the time at their disposal would allow. For this they certainly should not be held blamable, for much of the detail of the work, as at first outlined, was necessarily tentative, and time alone could determine just how much of it was adapted to our situation. Moreover, the burden of the tasks, self-imposed though it was, rested far more heavily upon the teachers themselves than upon any of the pupils, and was assumed conscientiously, and solely for the benefit of the latter.

The question of overtasking pupils between the ages of fourteen and twenty, in our public schools, is yet an open one, and men and women of intelligence and experience differ in their opinions regarding it. The committee, therefore, may be pardoned for not hastily and arbitrarily limiting the teachers in this respect. Indeed, under the circumstances, such action would have done more harm than good.

It should, however, be borne in mind that these complaints, made year after year, are comparatively few in number, and that they are oftentimes based upon individual peculiarities of mind and temperament, rather than upon defects in the school itself. The great majority of the parents who send their children here for the special purpose of securing an education that will better fit them for the duties of after life, are apparently satisfied with the methods of the school, or, at least, with the intent of the committee and teachers to furnish the best instruction that can be afforded. These, because of their superior number, if for no other reason, have rights which we are bound to recognize in outlining the work of the school, and in establishing its standard of scholarship.

The committee, however, is always willing to listen to complaints when properly made, and ready to give them careful and earnest consideration.

In his report of last year, the Superintendent of Schools,

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in referring to the High School, used these words: "It remains but to add, so far as the teaching in all the departments is concerned, that it is marked by an earnestness of purpose and an intelligence of conception on the part of the teachers that bodes well for the future."

When it is remembered that this was written, at the close of the first year in our schools, by one who had had an extended experience in other cities, both as teacher and superintendent, it possesses a value beyond any words that we can offer. The present condition of the school also proves the correctness of his observation. There is to-day, on the part of the great majority of the pupils, a manifest appreciation of these well-directed efforts of the teachers, an evident discernment of the results to be obtained, and a determination to make the best use of the opportunities afforded by the school for advanced instruction. A spirit of work, such as I have never before witnessed, pervades every department.

I agree with the superintendent in ascribing this encouraging condition of the school mainly to the earnest and intelligent efforts of the teachers, and to their peculiar fitness for the work assigned them.

The whole number of pupils enrolled this fall is 347, five less than at the corresponding time of last year. This falling off is attributable mainly, I think, to the small class which entered the school in 1888, the smallest in number in the last five years. The present fourth grade, however, is as large as can be conveniently handled in three sections, and the first grade exceeds in number even that of the preceding year, which was then noted as the largest in the history of the school. Indeed, the size of the present first class made it necessary, at the beginning of the school year, to permanently divide it into two sections, and to seat and occupy another room in the building. The removal of the physical laboratory to the

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basement last year gave us the needed room, and a slight addition to the duties of the assistant teacher of English provided ample teaching force.

In June, Miss Mabel Washburn, who for a year had temporarily and satisfactorily filled the position of assistant teacher of English, declined a permanent appointment, and Miss Mabel A. Spooner was elected by the Board to succeed her. Miss Spooner entered upon her duties in September. As a recent graduate from the school, she is familiar with the special work of the department, and will doubtless become a valuable assistant.

The studies of the fourth grade of the classical course have been modified, in accordance with the recommendation in the report of last year, so as to relieve the pupils of what seemed, in view of their aptitude on entrance to the school, an excessive requirement. It will be remembered that, besides the course in Latin, they were required to take all the English, Algebra, and History of the first term of the general course.

The relief has been given in this way. These pupils, now a separate division in the study of history, have two recitations each week, instead of four with the general class as heretofore. These are somewhat differently conducted, and continue only long enough to cover the required ground. The change was introduced at the beginning of the present school year, in September, and has apparently accomplished the desired result.

An increase in the number of optional studies for the first grade is also imperatively demanded. Under the present arrangement, the pupils of this grade, who have not previously elected Latin, French, or German, have no option, but are forced to take the English, Chemistry, and Astronomy, the latter a half-year study followed by Civil Government. This need of more studies has been keenly felt this Fall, for the first time. Especially severe

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has it been upon the few, who, having but little aptitude for scientific investigation, are compelled to take two scientific studies, largely depending for their successful pursuit upon previous good work in physics.

In view of the situation, so manifestly oppressive, the committee has voted to add next year English History as a half-year study, to be followed by the Civil Government. These two studies, the one following the other in the last year, will supplement the previous work in general history, and give the school a well-rounded course in this department.

The Astronomy will be assigned to the last instead of the first half of the year as heretofore. It is expected that, in this change, teacher and pupils will find the days and nights of the spring and early summer months more favorable for out-door work.

Such, briefly stated, is the condition of the school today, and the legislation of the committee during the year. Before closing, however, I deem it my duty to call attention again to what I consider a matter of vital importance to the school and its further advancement.

Notwithstanding what has already been said of the progress of the school, and of the commendable spirit manifested by a great majority of the pupils, there is still one difficulty with which we have to contend. It confronts us at almost every step, retards the work, increases the cares and labors of the teachers, and seriously hinders the elevation of the standard of scholarship. It is the inaptitude of many of the pupils for High school work, so far as it relates to the exercise of the powers of thinking and reasoning.

A careful study of the situation has convinced me that the difficulty arises wholly from a lack of proper and adequate preparation. That "the studies of the curriculum are uniformly progressive from the elementary

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work of the lowest primary grade to the graduating class in the High school, thirteen annual removes in advance," and that they are "imposed on the pupils throughout the course, one after another, on the common basis of maturity sufficient to attack them intelligently," is, perhaps, true. But what of the methods of teaching employed? Are they as uniformly progressive, and are they imposed on the same basis?

Let us quote from the last annual report of our late Superintendent and see. "For myself," he wrote, "I have uniformly felt that there is truly a gulf between the grammar school and the High school, such as is found in no other connection. There are three recognized stages of development, as is well known—the 'perceptive,' the 'conceptive,' and the 'reasoning.' These supervene very gradually one upon another in the normal order of development, so that there is really no period in the child's progress to maturity at which a marked change occurs in the characteristics of his mental action. And this is as true of his passage from the conceptive to the reasoning stage, as from the perceptive to the conceptive."

"But," he continues, "the methods of study in the High school are so different from those prevailing in the grammar schools as to define quite distinctly the passage of the mind from the conceptive to the reasoning stage."

This language, which so graphically described the situation three years ago, applies with almost equal force to-day. Between the fifth grade in the grammar school and the fourth grade in the High school there is a gulf, the passage of which "distinctly defines the passage of the child's mind from the conceptive to the reasoning stage." Here then, our methods of teaching are evidently at fault. The normal order of development, which naturally supervenes so gradually as to cause no marked change in the characteristics of the mental action of the

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mind, has been checked in the grammar school, and the child enters the High school unprepared to take up the line of work required. Either the one department has done too little for its pupils, or the other requires too much.

I, of course, speak from a point of view within the latter. But, it seems to me, the methods of teaching here simply and properly presuppose a capacity to think and reason to a certain extent, and "make demands accordingly." As a matter of fact, however, nearly one-fourth of the time, that should be devoted to the regular work, is spent in developing these powers of the mind. Not altogether unprofitable work, but, under the circumstances, tedious and oftentimes unsatisfactory in results.

I do not consider it within the province of this report to suggest changes in other departments, but simply call the attention of the Board to the matter, and urge the necessity of some action.

It is hardly necessary, in conclusion, to refer to a feature of school life that is now receiving the attention due its importance. The necessity of robust bodies for robust minds is now recognized by educators everywhere. Physical training will, I believe, come in good time, and relieve us of many of the difficulties that now beset us.

For the High School Committee,

JOHN ELDRIDGE, JR.,

Chairman.

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GRAMMAR SCHOOLS.

To criticise the lack of uniformity in the work of our grammar schools would be unjust, but that it exists in our lower grades is a fact, and is due to several causes. First, the absence of a manual in the primary grades places our ninth grades in this position, that each ninth grade is composed of those promoted from the tenth grades of several different schools and the pupils are not all advanced to one common standpoint in these before promotion; consequently the work of the ninth grades is greatly hindered, and the teachers find many times that they are unable to bring their classes to the required point for promotion.

The above is not intended as a criticism upon primary work, for the past year has been an improvement over former years, made so by grade meetings with the Superintendent in which the work of each grade was explained. These meetings do not wholly supply the lack of a manual, but are of great benefit. Our Superintendent has partially prepared the much-needed manual, and is only prevented from completing it by demands upon his time not to be ignored. We hope for largely increased efficiency after its publication. The work in the upper grades in this department has been more uniform during the past year than heretofore owing to the stated meetings of the principals with the Superintendent, and the discussion of methods and other matters which concerned the general work.

There is one other matter that should receive attention, and one that will, we believe, be of great benefit in raising the work of this department to a higher plane: that is a more careful attention to promotions from grade to grade. These at least should be so restricted that careless, indifferent pupils shall not be advanced to the

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detriment of the class. If some spur could be applied, we would have classes more evenly prepared and should not hear from teachers the frequent comment now made, "That one or two pupils require so much time I am almost forced to neglect some duties." Perhaps a half yearly promotion for bright, healthy children, or the establishment of a class who could with ease accomplish in two years the work of three, would help matters. This plan may be objected to on the ground of the pupils being overworked, but it has been tried with success in some places, and no such result has been observed.

Many pupils leave our schools after graduation from the grammar department, and it is therefore important that the best teachers shall be employed, and best methods used in these grades.

EXHIBITIONS.

This committee decided not to have exhibitions at the close of the school year, for this reason, — the preparation for them took the time and strength of the pupils and teachers that should have been devoted to the practical work of the schools. In place of exhibitions the committee recommend some simple exercises that shall mark the graduation day, which, with the conferring of diplomas, will be an innovation upon the ordinary school days of the year, and require but little time for preparation. The only argument in favor of exhibitions was that it was parents' day. It would be far more profitable to parents, and would give them a better idea of the working of the schools, if they would visit them occasionally and see daily work. We have, therefore, asked each principal to establish "Visiting Days," when all shall be invited to come and see just the average work of the schools. Parents are earnestly requested to avail themselves of

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these invitations, and we know it can but be beneficial to all concerned.

During the past year this committee, after due deliberation, decided to recommend to the full Board the abolishing of recesses in the morning session of the grammar schools. We carefully and systematically went to work to ascertain the results in places where it had been tried, and found it highly recommended without adverse comment. A trial of three months was ordered, and at the end of that time, by order of the full Board, the opinion of both parents and children was obtained by circular. The replies were a fair criticism of the system, and more than ninety per cent. of the children and eighty per cent. of the parents favored its continuance. Your committee intended to be perfectly fair in their investigations both at home and abroad, and gave exact replies with comments. Personal letters and interviews with men of long experience in the matter gave no discouraging feature, on the contrary they said it was a step in the right direction. The items of individual recesses was the principal objections made to its continuance both by members of the committee and persons outside. There was need of reform in this direction, and in accordance with instructions from this committee no child was to be refused permission to leave the room. This privilege was abused, as was anticipated, and the abuse was increased by certain unjust criticisms in our daily papers, made by correspondents no doubt meaning fairness but stating cases that were exceptional and many that were not affected by the no-recess plan. Children read the papers, and took advantage of those criticisms, not using the discretion of older persons. The whole matter is gradually regulating itself, and is at present the only adverse criticism to be made upon the no-recess plan. Its effect upon the health of the children was very carefully investigated in other places and com-

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ments of gentlemen of many years' experience as superintendents, members of committees, and practising physicians, were obtained. That the reports were all favorable was a powerful factor in influencing this committee to continue the plan. Probably the strongest of these opinions came from Superintendent Emerson of Newton, who writes that after two years' trial in the City of Newton, the opinion of every physician was obtained, and not one dissented from an opinion that no evil had resulted from the adoption of the plan. That discipline is better, is also a settled fact, and there is a noticeable decrease in corporal punishments in this department, a result much to be desired, and we hope for a further decrease during the coming year. Good feeling between pupil and teacher is promoted, and the continuous work produces better results than with recess and the incidents connected therewith. Had the whole subject been better understood, I think there would have been less adverse criticism. No cause for its abandonment has yet arisen, on the contrary, new developments point to its continuance as the proper thing.

The establishment of a library containing helps in teaching and a course of lectures, both provided by the Howland fund, have been beneficial to our teachers, and they have availed themselves of the privilege offered. Just here, I think a word of praise for our teachers in the grammar schools is due; for although it may seem a stereotyped part of the report of this department, yet it is no less merited, and it can be truthfully said that without exception they have the best interests of the schools at heart, and employ every means at their command to accomplish the desired results.

Hardly a day passes that does not show the necessity for a County Truant School, that would not be strictly a school for boys convicted of crime, but also for incorri-

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gibles. It is a pressing need, and one to which the City Council ought to give prompt attention.

We look for greater results each year in drawing, but fully realize that it must be a long time before the course of drawing now in use can produce what it could have accomplished had the lower grades been instructed in it before entering the grammar grades. Good work is being done and satisfactory advancement made. Earnest, faithful work in each grade in all branches of study is the rule, and the schools are rising rapidly to the plane which they ought to occupy.

For the Committee,
ISAAC B. TOMPKINS, JR.,
Chairman.

PRIMARY SCHOOLS.

Of this department of our public schools there is but little to be said in addition to previous reports.

During the year a very perceptible advance has been made, looking towards a uniform method of teaching,— the lack of which has heretofore proved a hindrance in the way of progress, such as should have been attained, when we consider the unusual facilities possessed by our schools in other ways.

Although the long-desired Manual has not been fully matured, still the methods which it will advocate have in a great measure been put in execution.

A needed reform in the supplementary reading supplied from the "Howland fund," is also nearly or quite completed. In many instances the books now in use are much better adapted to older and more advanced pupils than to the primary grades. What is often termed by the teacher as "poor reading," is rather an impossibility on the part of the scholar to master the book, and for the

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very good reason that it is too far beyond his powers. There are books well adapted to the primary grades, and it is hoped that only such will, in the future, be asked for by the teachers, rather than those which are better fitted for the grammar schools.

There is one other improvement, which I cannot forbear mentioning, although it may not seem in the direct line of this report, and yet it is a very important factor in the education of youth. I refer to the system of heating and ventilating introduced into the Maxfield street building. While new to us, it is eminently satisfactory to all concerned in the comfort and health of the pupils, and especially commended by the State authorities having this matter in charge.

During the year the "Harrington school" has been opened, which permitted the present abandonment of the "Centennial" building on Kempton street, and the giving of better accommodation to children properly belonging to the Maxfield street and William street schools.

The schools in the southern portion of the city have been in a somewhat demoralized condition since the commencement of the school year in September last, owing to the enlargement of the Dartmouth street building, which has been prolonged in building far beyond expectation. The children in this district have been cared for as best we could, in a ward room, church vestry, and in a room originally intended for a store. It is hoped that the new building may be completed and ready for occupancy during A. D. 1890. With this school house enlarged, and the contemplated new school house on Division street, to receive the Grove school and the increase in that section of the city, the primary schools will be equipped with room sufficient for their present requirements.

Respectfully submitted,

I. W. BENJAMIN,
Chairman.

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COUNTRY SCHOOLS.

This department, as a whole, is in a prosperous condition. Through the past year the Howland fund has supplied an unusual amount of material for the use of these schools, and in various ways their efficiency has been increased.

At the opening of the Harrington Memorial building, the grammar pupils from Cannonville were removed to that school. This made a marked improvement, and it now consists simply of primary grades, which can at any time be removed to that department of the city schools. At Acushnet the classes are also so graded that it remains a country school only in name. The committee are well pleased to have the pupils leave the ancient building for an edifice so much superior in its adaptation to school uses. The attendance at the Point school has increased during the year, and from its location is destined to take an important rank in the near future.

The prevalent idea that a position in a country school is inferior to one in the city, requiring less ability and experience, is plainly erroneous. Often, gathered in one room, are children representing each grade, from the lowest primary to that of pupils preparing for admission to the High school. To discipline such a room, and give to each scholar his due amount of training, requires teaching power and executive ability of a high order. Several cities in this State pay larger salaries to teachers employed in the outlying districts, to compensate for the extra expense and disadvantages incumbent to such positions. We think a liberal policy should be pursued in this department, that the best possible results may be obtained.

For the Committee,

E. P. HASKINS,

Chairman.

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THE TRAINING SCHOOL.

The acquiring of knowledge calls into exercise one order of talents; the imparting thereof, those of a very different kind. Though, to a certain extent, the power to teach is a talent, it is, like all other powers, dependent upon cultivation for its development. Our public schools demand educators who are fitted for their work; since these could not be found to any extent in the large number of applicants who, upon examination, proved themselves well educated, a system of training was deemed needful to adapt the teacher to the taught. To this end a Training school was established in September, 1889, in the Harrington school building, as an indispensable part of our public school system of education. This school opened with twenty-four pupil teachers and about three hundred children. Good scholars only are admitted to the school as pupil teachers, and their continuance in it depends upon their manifesting an ability to teach. The school is in charge of experienced teachers, who give instruction in the science and art of teaching, according to a carefully arranged course of study.

The true ends of education are not attained unless instruction be given the child according to his readiness and capacity. Practice, therefore, is needful, that the teacher may be successful. There is no Procrustean bed of knowledge upon which the shorter pupil may be stretched out and the longer one cut off.

The great end of education is mental discipline; but that sort which will develop the mind of one child will starve and dwarf that of another. Since, then, the object of the school is to fit teachers for the work of organizing, governing, and instructing in the public schools, it must cultivate in them a thorough knowledge of the laws which regulate the growth and development of the mental facul-

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ties, of the subject matters which are to be taught, and, consequently, of the best methods of teaching.

That one requires practice and training to make a good teacher, is now generally felt and acknowledged. Experience is, at best, the result of experiment, and is often gained at the expense both of time and the child. A large majority of untrained teachers do little more than keep school for the first year.

The report of the Superintendent on the Training school based upon the report of the principal of the school, is so full and complete that should I particularize I should but repeat and endorse what he has so well said.

In visiting the school I have been pleased to find that the means employed are admirably adapted to the ends required; the carefully prepared recitations, made profitable by thorough instruction, cannot fail to make accomplished and successful teachers, fitted to organize, govern, and teach a school.

The school is singularly fortunate in being in charge of teachers who are well qualified, both by nature and cultivation, for their positions. It is safe to predict that the benefits derived from the school will be valuable, decided, and permanent.

Respectfully submitted,

GEO. H. DUNBAR,

Chairman.

EVENING SCHOOLS.

A long felt need has been accomplished in the establishment of a systematic course of teaching for the schools, placing the teachers in a position to perform a definite work, the good effect of which is shown in the marked improvement in the general condition, and in the advance made by the pupils in acquiring knowledge. The employ-

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ment of teachers chosen from the corps who do regular service in the day schools, has proved to be of great value, bringing into the work the experience so necessary to successful effort in imparting instruction. It is gratifying to be able to say that, as now conducted, our evening schools afford a better and wider scope for an education than has heretofore been possible. As time goes on, this fact will be more and better appreciated by those for whose benefit these schools are provided.

A most commendable interest in the work has been manifested by the teachers, and what may have been dreaded as possibly an irksome duty, has proven a pleasant task.

The fact comes to us that the beginning of another year will call for increase of accommodation in the south part of our city; and such a need will be met, we trust, cheerfully, and so enable those who have this interest in charge to keep pace with the rapid advance of our city.

For the Committee,

GEO. WM. HILLMAN.

MILL SCHOOLS.

No unusual occurrences are to be chronicled in reporting the condition of the schools of this department. The same efficient teachers who have so faithfully served the city in the past, have carried on the work during the year with their accustomed interest and zeal.

The largest number present at the North school has been 42; the South school has had a larger attendance, there being at the present time an enrollment of 48. In this school the pupils come from English speaking families, with few exceptions, while in the North school about one-fifth of the number is from families where English is not spoken at all. During the spring term, there was so

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large a class of pupils entirely unacquainted with our language, that it was judged necessary to place an additional teacher in the school on half time, for about six weeks, to the decided advantage of the pupils, and were the accommodations equal to the needs, we should make an earnest plea for a permanent assistant in this school. The work done here is eminently practical, the teachers studying the needs of the pupils and aiming to meet the wants of individuals, as far as possible. In addition to the ordinary studies, as arithmetic, reading, spelling, writing, simple lessons in geography and composition, sewing is taught and practised an hour a week, with pleasure and profit to the girls, — and in this connection, we would make a plea for the boys, that they may have manual training during the hour. Ideas upon industrial education have been so thoroughly ventilated by educators well qualified to speak upon the subject, that we will not weary you with ideas of our own, but will dismiss the subject with the following extract from an article on this topic: "It is apparent that manual training stimulates the best elements of an upright character. The skillful use of tools and materials in the production of any article, is intimately related to that moral *grit* which will find a means of accomplishing any needful end. The boy acquires in the workshop the habit of overcoming difficulties, and persisting in an undertaking till it is crowned with success. He measures himself by his work, and learns to hold his standard of excellence high."

In view of the fact that the "no recess plan" has been received with so much favor in the community, we would advocate its adoption in these schools; the pupils are of the same ages as those of grammar school pupils, and the reasons which apply in the one case will hold good in the other.

It is pleasant to report that the teachers of these

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schools endeavor to impress upon the minds of their pupils a regard for those little courtesies and graces of manner that have been so justly called the minor morals. It is always gratifying to the visitor to observe the result of such teaching. We noticed upon one of our visits, written upon the blackboard, a poem containing some noble sentiment, such as always appeals to the heart of a child. Upon enquiry, we found that very little time could be devoted to the work of studying literature in this way, as the time of the teacher is so fully occupied with the daily routine work. We believe that work of this kind might prove exceedingly valuable. Many of the pupils come from homes where life is hard, where only material advantages are considered, and where refined and elevating influences are wholly wanting. A poem or prose selection, simple enough for the pupils to comprehend, and yet embodying a lofty thought, would do much towards a culture of the heart. In this and kindred ways something may be done towards remedying the defect alleged to exist in our system of education, that the moral and religious training of the pupils is too much subordinated to the mental culture. We would not, however, add another burden to the labors of the teachers, but think that the work could be so apportioned that time might be found for more training in this direction.

These schools appear to be admirably managed, and the relations between pupils and teachers and between the pupils themselves indicate the kind of discipline that is maintained, — discipline in its true meaning, — for as an eminent educator has said, "A school may be in a state of wretched discipline, in which the *order* is complete."

In conclusion, we express the hope that the suggestion made in the last report, in regard to a change of name from "Mill" to "Ungraded schools," be carried into effect.

For the Mill School Committee,

ANNIE R. BORDEN, Chairman.

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FARM SCHOOL.

The duties of the Committee on Farm school pertain only to education and discipline in school hours.

The physical and mental care of its pupils are peculiarly allied. The former lies in the province of the Superintendent of the Poor Farm, and with this gentleman your committee has co-operated. The situation, however, is replete with difficulties. Familiarity with the institution gives rise to grave doubts as to its efficiency in the line for which it was created. As a preventive of truancy we will not estimate its agency, but its success in the reformation of its members we question.

The small attendance (averaging during the year eleven) while a subject for congratulation, yet makes the present cost of conducting this school, as compared with others, disproportionate, while the most liberal provision practicable would prove entirely inadequate under the conditions obtaining to-day.

In the membership of this school we have an anomaly — boys, there sentenced for school truancy, to many of whom a continuous school term is preferable to vacation. Boyish nature suggests in this fact unwholesome conditions. What are they? Emphatically worse treatment than is meted out to criminals. These truants, whose youth mitigates their misdemeanor, are confined within a high fence enclosure of about a half-acre. The minimum term of sentence is one year, their daily life that worst monotony — idleness — except in hours of study.

Early in the year the discipline prevailing in the school was, for very ordinary misconduct, confinement in a cell, sometimes for days in succession. This punishment has been abolished, and others modified. A teacher has been placed in charge with instructions to inaugurate a rule of kindness, and under whose management the school has materially improved.

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The instruction covers the curriculum of a mixed school, and, considering its disadvantages, is to the satisfaction of your committee.

Co-operation with neighboring cities for the establishment of a county truant school under the provisions of the statute governing such, has been recommended by previous committees, — a recommendation in which your committee heartily concurs. The advantages of such a school in point of care, mental and industrial education, and economy, are obvious.

In April last, at the instigation of this committee, your body submitted to the Honorable the Common Council, its desire in the premises. The matter was by the Council placed on file. Your committee respectfully urges upon the incoming government the necessity of prompt consideration of this question.

Respectfully submitted,

FRANCIS M. KENNEDY,

Chairman.

SEWING.

In submitting our annual report we have to congratulate the School Committee, and each pupil who comes under the supervision of those having this branch of education in charge, that no changes in the corps of teachers have to be recorded. The same watchful care, which has characterized this work from its start, has followed it during the six years it has had a place in our schools. The result is that our pupils show specimens of work in the various departments in which they have been taught which will compare favorably with work found in any city where sewing has been required.

This department of our school work makes but little show, and it is the purpose of those who have its over-

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sight to have it conducted in as quiet a manner as possible, and but for the yearly gathering in City Hall, the public would know little of the vast amount of work accomplished. It is in the homes of this city that the benefits are most apparent, since now the daughters are able to make and repair the garments and articles of household use, which in years past fell to the lot of the too frequently overtasked mothers.

In the forty hours, during which it is expected each girl will be occupied with the needle, there was completed two thousand five hundred seventy-five (2575) articles of various kinds, some of them quite elaborate in construction; three thousand two hundred seventy-five (3275) stockings, leggings and mittens darned; and three hundred rents mended.

A part of this work is shown to the public each year, and thus all have ample opportunity not only to see what is done, but to judge of its nature and value.

The only hindrance to perfectly smooth running in this department is the occasional failure on the part of the pupils to be provided with work; but it seems to us as though a little tact and calculation on the part of the mothers, the teachers, and the girls themselves, will easily surmount this obstacle, and we hope to have the co-operation of all to such an extent that the slight friction we have experienced will be overcome.

We have suggested that the work be carried into another school year, so that the teachers can have time to instruct the girls to cut and fit the plain work which we have in school, and it is our opinion if this can be done, that there will be fewer children who will appear in the class with no work prepared.

Respectfully submitted,

BETSEY B. WINSLOW,

Chairman.

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MUSIC.

But little is to be said in the way of change in the working of the music department during the past year. The schools in general are fully up to the standard in music, and in almost every instance maintain the efficiency that has characterized them during previous years. Under the direction of Mr. Diman, the efficient teacher and superintendent, with the co-operation of the regular corps of teachers, marked progress has been noted in all the grades. This is more pronounced in the grammar grade. A large number of the pupils in that grade have been under the immediate direction and supervision of the special teacher since their advent into school life, and consequently have received no other musical instruction than that given by him and the assistance received from the regular teachers. The proficiency they show is something remarkable, and will compare favorably with that of other scholars who have been a longer time in school.

At the beginning of the present school year the new Harrington school house was brought into requisition, opening additional rooms, and of course making still greater demands upon the special teacher, who already was pressed for time in which to successfully carry forward his work. Additional rooms were also required to accommodate the needs of the Parker street school, and a portion of the Merrimac street building was utilized for this purpose. These requisitions upon the time of the teacher necessitated a complete rearrangement of the music time table; and after due consideration of the matter, a change commensurate with the demand was made, and a new schedule was formulated, submitted to the Board for approval, and adopted. This new time table is made on a two weeks' basis for the High and the grammar schools,

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leaving the matter of special instruction in the Primary and Country schools to the option of the teacher, when such visits should be made, always having in view the necessity of giving his time in these schools when and where it is most needed. In addition to this he is expected to give special instruction to the teachers of these grades occasionally outside of regular school hours; and also to prepare for them lines of work which they can teach in his absence during the time allotted them in the regular school work. By this arrangement the teachers in the Training school are afforded opportunity to acquire a rudimental knowledge at least of music, a qualification demanded by the School Board of every person who designs to become a teacher in the public schools of the city.

No branch of the work is made to suffer by the adoption of this plan (as at a cursory glance might appear to be the case), and with proper care upon the part of the teacher and strict attention upon that of the pupil, the committee sees no reason why the most satisfactory results cannot be attained.

For the Committee,

S. H. SHEPHERD,

Chairman.

DRAWING.

In order to carry out the plan of instruction in Drawing, adopted by this Committee, as well as to provide for the increasing number of pupils in the public schools, it was found necessary, at the commencement of the year, to divide the work in this department, and employ another teacher.

The High and Evening schools were left, as heretofore, to the personal instruction of their special teacher, Mr.

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Arthur Cumming. The Grammar and Primary schools were placed in charge of Miss A. B. Hyde, as supervisor, each teacher, under her direction, instructing her own class. This change of plan, as may readily be seen, has involved much care and hard work. That it has had so great a measure of success, thus far, is due to the hearty co-operation of the teachers, as well as to the earnest and intelligent supervision of Miss Hyde. The work of the High school is similar in excellence to that of former years.

The organization of the Evening school was as follows: Principal, and teacher of free-hand drawing, Mr. Arthur Cumming; teacher of mechanical drawing, Mr. George A. Stetson; teacher of geometry, Mr. George A. Nye.

Number of pupils enrolled,	95
Average of pupils belonging,	51
Average attendance,	41

The report of this committee would hardly be complete without an expression of regret for the loss sustained in the resignation of Mr. Drake, who served so long and acceptably in this department.

Respectfully submitted,

HELEN W. WEBSTER,

For Committee on Drawing.

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IN SCHOOL COMMITTEE,
January 2, 1890.

On motion of Mrs. Webster:

Voted unanimously, That the thanks of this Board are hereby extended to His Honor the Mayor, for the able, just and courteous manner in which he has discharged his duties as its chairman; and that while we congratulate him on his reelection to the office of Mayor, we also congratulate ourselves that he is to be our presiding officer through another year.

On motion of Miss Winslow:

Voted unanimously, That the thanks of this Board are hereby extended to Mr Isaac W. Benjamin, Vice-Chairman of the Board, for the courteous and impartial manner in which he has presided at the meetings of the Board in the absence of the Chairman.

On motion of Mrs. Borden:

Voted unanimously, That the thanks of the Committee are hereby tendered to the Secretary for the prompt and faithful manner in which he has performed the duties of his office.

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NEW BEDFORD HIGH SCHOOL, GRADUATION EXERCISES, JUNE 27, 1889.

PRAYER.

1. SONG, "The Star Spangled Banner."
2. ESSAY, WITH THE SALUTATORY, "Little Dorrit and Maggie Tulliver." Lizzie M. Carr.
3. ESSAY. "Turn, turn, my wheel." Margaret H. Holmes.
4. ESSAY, "The Heroism of Woman." Ada Kelley.
5. ESSAY, "The Merry Times at Weimar." Mary E. Thorpe.

MUSIC.

6. CHORUS. "Farewell to the Forest." (*Mendelssohn.*)
7. THESIS. "Change of Form and Color, as caused by Chemical Action." John H. Holt.
8. ESSAY. "A Few French Poets." Mabel A. Bennett.
9. ESSAY, "Happiness lies more in Action than in Possession," Mary L. Warner.

MUSIC.

10. MOTET. "Ave Verum Corpus." (*Mozart.*)
11. SHAKESPERIAN DIALOGUE, from "Coriolanus."

CAST OF CHARACTERS.

CAIUS MARCUS CORIOLANUS, *William F. Turner.*
JUNIUS BRUTUS, } tribunes of the people. *Raymond A. Robbins.*
SICINIUS VELUTUS, } *Horace Carpenter.*
MENENIUS AGRIPPA, friend to Coriolanus. *Charles G. Akin.*
COMINIUS, General against the Volscians. *James O. Thompson, Jr.*
TULLUS AUFIDIUS, General of the Volscians, *Edward H. Cook.*
AEDILE, *Leon C. Potter.*
CITIZENS, *Sylvester E. Donovan. H. Winfred Goff. William E. James. Albert D. Milliken. Robert E. Washburn.*
VOLUMNIA, mother to Coriolanus. *Mary Conway.*
VIRGILIA, wife to Coriolanus, *Lydia T. Paige.*
VALERIA, friend to Virgilia, *Lillie I. Shirley.*

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MUSIC.

12. CHORUS, "The Castle." (*Schumann.*)

13. ESSAY, "Mathematics." Mary L. Hillman.

14. VERSION, "An Homeric Spy." Irving N. Tilden.

15. ESSAY, "The Battle of Gettysburg." Carrie E. Footman.

MUSIC.

16. GLEE, "Hail, Smiling Morn." (*Spofforth.*)

17. PRESENTATION OF DIPLOMAS, By Hon. Walter Clifford.

18. PARTING SONG. Words by Miss Hursell. Music by Mr. Goff.

Classmates, we to-day must sever
Ties that bind us strong and firm;
We must leave our books and school-work
For life's harder, longer term.

We must bid farewell forever
To the joys we here have had;
We must part, too, from each other,
Though the thought e'en makes us sad.

With the past so clear before us,
Let the future be begun;
Let each one perform his life work,
Till the race at length be run.

In that land where God is sovereign,
Free from sorrow, care, and pain,
"Eighty-nine" shall be united,
One unbroken, burnished chain.

19. ESSAY, WITH THE VALEDICTORY, "Two Women from Shakespeare." Lizzie B. White.

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GRADUATES.

Charles Gardner Akin.
Allen Crocker Arey, Jr.,
Gilbert Bates Borden, 2d,
William Penn Briggs, Jr.,
Horace Carpenter,
Edward Hudson Cook,
Sylvester Edward Donovan.
Hiram Winfred Francis Goff,
John Howland Holt.
William Edgar James,
Albert Darling Milliken.
Albert Browne Peirce,
Leon Cookman Potter,
Raymond Adams Robbins,
John Campbell Swift,
James Otis Thompson, Jr.,
Irving Niles Tilden.
William Fenderson Turner,
Robert Edward Washburn,
Laura Townsend Barstow,
Mabel Adams Bennett,
Alice Whitney Brock,
Lena Richmond Brownell,
Lizzie May Carr,
Mary Conway,
Jennie Belle Crapo,
Lillian Allen Dexter,
Alice Elizabeth Dugan,
Alice Leach Field,
Olivia O'Brien Folsom.
Carrie Eldridge Footman,
Annie Swain Gifford,
Matilda Sherman Gifford,
Gertrude Hardy,
Lucy Ennis Hillman,
Mary Luther Hillman,
Margaret Hovey Holmes,
Ada Kelley,
Annie Maria Lee,
Annie Estella Luce,
Sarah Elizabeth Moore,
Annie Caroline Olstein,
Lydia Terry Paige,
Ida Francis Parkinson,
Alice Leonard Pasell,
Myra Emma Peckham,
Lucie Davis Perry,
Florence Ashley Poole,
Lillie Inez Shirley,
Lula Agnes Sullivan,
Mary Elizabeth Thorpe,
Eleanor Victoria Tripp,
Mary Lizzie Warner.
Ada Chase Warren,
Elizabeth Brownell White,
Sarah Hedge Whiting.

RECIPIENTS OF CERTIFICATES.

May Montgomery Hursell,
Grace Eaton Thompson.

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SCHOOL BOARD—1889.

WALTER CLIFFORD, Mayor, Chairman, *ex-officio*.

ISAAC W. BENJAMIN, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent.

WILLIAM A. TUCKER, President Common Council, *ex-officio*.

WARD 1—John H. Lowe, Geo. W. Hillman, Anna R. Borden.

WARD 2—Isaac B. Tompkins, Jr., Elmore P. Haskins, Stephen H. Shepherd.

WARD 3—Helen W. Webster, Wm. H. Pitman, Isaac W. Benjamin.

WARD 4—Benj. S. Batchelor, John Eldridge, Jr., Geo. H. Dunbar.

WARD 5—Jonathan Howland, Jr., Frederic A. Washburn, Chas. T. Bonney.

WARD 6—Betsey B. Winslow, Francis M. Kennedy, Frank H. Gifford.

STANDING COMMITTEES.

WM. E. HATCH, Secretary.

ON HIGH SCHOOL—Eldridge, Washburn, Bonney, Howland, Dunbar, Benjamin, Miss Winslow, Batchelor.

ON GRAMMAR SCHOOLS—Tompkins, Washburn, Pitman, Mrs. Webster, Haskins, Mrs. Borden, Shepherd, Howland.

ON PRIMARY SCHOOLS—Benjamin, Miss Winslow, Pitman, Shepherd, Tompkins, Mrs. Borden, Dunbar.

ON COUNTRY SCHOOLS—Haskins, Hillman, Mrs. Webster, Gifford, Kennedy, Lowe.

ON FARM SCHOOL—Kennedy, Bonney, Washburn, Haskins, Gifford, Hillman.

ON MILL SCHOOLS—Mrs. Borden, Tompkins, Howland, Shepherd, Hillman, Mrs, Webster, Lowe.

ON EVENING SCHOOLS—Hillman, Pitman, Mrs. Borden, Haskins, Gifford, Kennedy, Lowe.

ON MUSIC—Shepherd, Pitman, Batchelor.

ON DRAWING—Mrs. Webster, Eldridge, Miss Winslow, Bonney, Dunbar, Howland, Lowe.

ON SEWING—Miss Winslow, Washburn, Benjamin, Shepherd, Mrs. Webster, Mrs. Borden.

ON EXAMINATION OF TEACHERS—Eldridge, Dunbar, Tompkins, Benjamin, Haskins, Mrs. Borden, Hillman, Shepherd, Miss Winslow.

ON TEXT-BOOKS—Pitman, Gifford, Washburn, Hillman, Mrs. Borden, Kennedy.

ON EXPENDITURES—Howland, Benjamin, Dunbar, Pitman, Tompkins, Eldridge, Gifford, Tucker.

ON HOWLAND FUND—Howland, Benjamin, Bonney, Eldridge, Tompkins, Dunbar, Tucker.

ON PAY-ROLLS—Dunbar, Tompkins.

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SCHOOL BOARD — 1890.

WALTER CLIFFORD, Mayor, Chairman, *ex-officio*.

WILLIAM H. PITMAN, Vice-Chairman.

WILLIAM E. HATCH, Secretary and Superintendent.
Office, 133 William Street.
Office Hours, 8½ to 9 A. M., 12½ to 1 P. M. Saturdays, 9 to 9½ A. M.

WILLIAM A. TUCKER, President of Common Council, *ex-officio*.
Regular Meetings of the Board, first Monday of each month, at 7.30 P. M.

WARD ONE.

Name.	*Place of Business.*	*Residence.*
ANNA R. BORDEN,		Ashland, cor. Austin st.
JOHN H. LOWE,	925 Acushnet avenue,	931 Acushnet avenue.
GEORGE W. HILLMAN,	51 William street,	135 Willis street.

WARD TWO.

THOMAS MACK,	20 Bedford street,	248 Cedar street.
ISAAC B. TOMPKINS, Jr.,	78 Union street,	County street.
ELMORE P. HASKINS,	11 Hillman street,	95 Chestnut street

WARD THREE.

ISAAC W. BENJAMIN,	N. B. Cordage Co's Office, 50 Hill street.
HELEN W. WEBSTER,	Cor. Mill & Purchase sts., Cor. Mill & Purchase sts.
WILLIAM H. PITMAN,	Five Cents Savings Bank, 60 Chestnut street.

WARD FOUR.

GEORGE H. DUNBAR,		179 William street.
ETTA F. MARTIN,	Standard Office,	8 Pleasant street.
JOHN ELDRIDGE, Jr.,	N. B. Cordage Works,	12 Morgan street.

WARD FIVE.

FRED. A. BRADFORD,	20 Bedford street,	342 Union street.
JONATHAN HOWLAND, Jr.		54 Russell street.
FREDC. A. WASHBURN,	Institution for Savings,	10 Maple street.

WARD SIX

THOMAS DONAGHY, Jr.,	64 Union street,	103 Acushnet avenue.
BETSEY B. WINSLOW,		315 County street.
FRANCIS M KENNEDY,	183 Union street,	139 Acushnet avenue.

EMMA M. ALMY, Superintendent's Clerk.

HENRY SMITH, Truant Officer.
GEORGE K. DAMMON, Assistant Truant Officer.
Office Hours, 12½ to 1 P. M. Saturdays, 9 to 9½ A. M.

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STANDING COMMITTEES.

WM. E. HATCH, Secretary.

ON HIGH SCHOOL—Eldridge, Washburn, Howland, Dunbar, Benjamin, Miss Winslow, Mrs. Webster, Mrs. Borden.

ON GRAMMAR SCHOOLS—Tompkins, Washburn, Pitman, Howland, Mrs. Webster, Haskins, Mrs. Borden, Bradford.

ON PRIMARY SCHOOLS—Benjamin, Pitman, Tompkins, Dunbar, Miss Winslow, Mrs. Borden, Kennedy, Mrs. Martin.

ON COUNTRY SCHOOLS—Haskins, Hillman, Kennedy, Lowe, Donaghy, Mack.

ON TRAINING SCHOOL—Dunbar, Pitman, Tompkins, Benjamin, Eldridge, Washburn, Kennedy.

ON FARM SCHOOL—Kennedy, Washburn, Haskins, Hillman, Donaghy, Bradford.

ON MILL SCHOOLS—Mrs. Borden, Howland, Hillman, Mrs. Webster, Lowe, Bradford, Donaghy.

ON EVENING SCHOOLS—Hillman, Haskins, Kennedy, Lowe, Mrs. Martin, Mack, Donaghy.

ON MUSIC—Washburn, Pitman, Haskins, Bradford, Mrs. Martin.

ON DRAWING—Mrs. Webster, Eldridge, Miss Winslow, Dunbar, Lowe, Mack, Donaghy.

ON SEWING—Miss Winslow, Mrs. Webster, Mrs. Borden, Mrs. Martin.

ON EXAMINATION OF TEACHERS—Eldridge, Dunbar, Tompkins, Benjamin, Washburn, Haskins, Hillman, Miss Winslow, Mrs. Borden, Mrs. Webster.

ON TEXT BOOKS—Pitman, Washburn, Hillman, Mrs. Borden, Kennedy, Mrs. Martin, Mack.

ON EXPENDITURES—Howland, Benjamin, Pitman, Tompkins, Eldridge, Dunbar, Haskins, Lowe, Tucker.

ON HOWLAND FUND—Howland, Benjamin, Eldridge, Tompkins, Dunbar, Kennedy, Bradford, Tucker.

ON PAY ROLLS—Tompkins, Howland, Mack.

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ANNUAL REPORT

OF THE

SUPERINTENDENT OF SCHOOLS,

FOR THE YEAR 1889.

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Superintendent's Report.

Ladies and Gentlemen of the School Committee:

A regulation of the Board requires that the Superintendent shall annually and at the close of the fall term make to it a written report on the schools, giving the facts of their condition, and offering such suggestions regarding them as he may think desirable. Such a report, the second of my incumbency, I now submit to you. In doing so, allow me to express my thanks for the aid and support that you have accorded me as a Board in the performance of the multifarious duties of the office, also my thorough appreciation of the courtesy and forbearance that each of you has uniformly exercised toward me in our individual relations.

The year past has brought some important changes to the schools: New buildings have been built, — one has been occupied, and two others will soon be ready for occupancy, — giving improved and more healthful quarters for pupils and teachers; a training school for teachers has been established and is now in successful operation; the morning recess in the grammar schools has been abolished; changes have been made in the course of study and in the methods of teaching certain branches, and these changes give promise of better results.

The animus of the teaching corps has been most commendable; all its members have shown themselves zealous for the best in thought and method, and, if any have failed

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to attain it, the failure to do so cannot be attributed to any evidenced lack of desire to perform their duty faithfully.

The fact that with an increase of enrollment of several hundred pupils in the school during the year the number of days absence has materially decreased, and the other significant fact that with the larger number of pupils the number of cases of corporal punishment has decreased while good order has been maintained, point to better methods of government on the part of the teachers, and a reciprocal good feeling on the part of the pupils.

On the whole, the year must be considered an important one in the history of the schools. It remains to give root to the measures that have been planted, that they may bear the fruit of future success. In this age of changing activities, those who administer the schools must be keenly alive to all the elements of progress in the living world outside, else a disintegration will soon set in within them which will prove fatal to their usefulness.

THE CENSUS.

The census of the school children was not taken the past year. I regret that the Board does not regard this matter of sufficient importance to comply with the statute relating to it. It is a question that does not concern this city alone. The State requires each year a statistical report from each city and town of the Commonwealth. From these reports the State Report is compiled, and that report is of great statistical and educational value. It should be as accurate as possible, and it is incumbent upon every city and town to do its duty in this regard. Again, in a rapidly-growing city like New Bedford, it is impossible to approximate the number of children in the city who are not availing themselves of school privileges,

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unless a careful and accurate school census is taken each year. I sincerely hope that the Board will see the necessity of a strict compliance with the statute in the future. The statistics of the school census given in the Secretary's report are necessarily those secured in 1888.

SCHOOL HOUSES.

During the year much has been done in increasing and improving the school accommodations. The Harrington Memorial building, containing eight class rooms and an unfinished hall in the third story, was occupied for the first time at the opening of the fall term. It is situated in the west part of the city, at the corner of Court and Tremont streets. It is heated and ventilated by the Smead system, and, while not meeting all the requirements of the state law relating to ventilation as now exacted, is much better ventilated than most of the school buildings in the city, and that without resorting to the dangerous expedient of opening windows. Although not now quite meeting the state requirements, the system does perform all that the firm guaranteed it to do, and all that the state law required at the time the contract was made. It has been tested by the State Inspector and passed upon favorably. When this building was under process of construction, doubts were expressed as to the necessity for so large a building in that section of the city; but seven rooms are now in use for pupils, and one for a class room for the training teachers. Permission to attend this school has been refused a number of pupils, who live nearer that building than any other, for want of accommodation. The necessary room can only be secured by finishing the hall and using it as a recitation room for the training teachers, leaving the eighth room for the pupils. This I recommend to be done as soon as possible.

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At Acushnet, a new building has been built, and will be ready for occupancy about March 1. It contains three large airy rooms, and meets a long felt want. This will furnish ample accommodations for all the pupils in that district. I can but deplore, however, the fact that the method of ventilating this building is not guaranteed to meet the requirements of the statute now in force.

The Dartmouth street school house is being rebuilt, and probably will be ready for occupancy by the beginning of the summer term. The new building will contain six rooms; the old one had four. The rooms will be much larger, and better every way than those of the old. A cellar has been placed under the whole of the structure, by which the healthfulness of the building will be much improved. The building is heated by hot air furnaces, but, as the heating and ventilating flues are arranged, I have grave doubts as to the results of their successful operation, especially in cold weather.

Since the Harrington school house has been built, the Arnold street and the Kempton street buildings have not been used for school purposes. The Arnold street building has been turned over to the city government. The Kempton street building, although still retained in possession by the committee, is totally unfit for school purposes, and should never again be occupied in its present condition. The lot upon which it is situated is a much better one than that occupied by the William street building, and, were a suitable building placed on it, the William street building would be the one to abandon.

Notwithstanding the additions that have been made, pressing need exists for more school room in the south part of the city. This will be true even after the completion of the Dartmouth street school house. A lot has been purchased on Division street, near County, for a new building. Nothing short of an eight room building,

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with hall, should be erected. Had the Dartmouth street building been altered into an eight-room rather than into a six-room building, it would have been wise. Many and small buildings are very convenient for the children to attend, but very expensive for any city in the end. They cost more in the aggregate to build, and are maintained by a greater annual expenditure. The schools in the south part of the city have suffered during the past two years from overcrowding, and the Division street building can be built none too soon.

The remaining school houses are in about the same condition as when my last report was made, with the exception of the Maxfield street. This is now the best ventilated school building in the city; is perfectly satisfactory to the state authorities, and is the only one I think that is. This is heated and ventilated by the Smead system. It became necessary during the year to purchase new heating apparatus for the building, and the committee determined, as the change was necessary, to comply with the law relating to ventilation, provided it could be done at a reasonable expense. It was found upon investigation that the owners of the Smead system were the only parties that would guarantee to heat and ventilate the building according to state requirements and at a fair price. For $1250 this four-room building was fitted with the system. It works perfectly, and is spoken of in the highest terms by the State Inspector for this district in his report to Chief Inspector Wade.

In concluding this article, permit me to say that in my opinion this statute relating to ventilation is one that will remain in force, and that it will be enforced more strictly each year. Therefore in the interest of true economy alone, leaving out here the question of the health of the pupils and teachers, should not all new school houses be built to meet the requirements of the law and not in such

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a manner that they must be altered in the future at great expense, and with serious hindrance to the schools?

THE LAWS RELATING TO THE EMPLOYMENT OF CHILDREN AND THE OPERATION OF THE SAME.

The majority of persons are not aware of the strictness of the laws in this State which relate to the employment of illiterate minors, and of all children under sixteen years of age. Nor is the amount of labor these laws entail upon employers and school authorities known to the public at large, nor the extra expense that has been added in the last two years to the school departments of cities where a large number of illiterates are employed. This Commonwealth is far in advance of any other in its laws relating to compulsory attendance of minors in school, both day and evening. These laws are beneficent in their intent, and, on the whole, are worthy the support of all; yet individual suffering often results. The Legislature has repeatedly refused to give school committees much discretionary power in the matter, fearing, I presume, an abuse of the same were it granted. I have thought best to give in this connection all the laws of the State relating to the employment of minors, hoping that they may come to the notice in this way of many who are more or less interested in their operation, and yet are not familiar with them.

ILLITERATE MINORS.

Chapter 433 of the Acts of 1887 requires that: —

1. Every owner, superintendent or overseer of any manufacturing, mechanical or mercantile establishment who employs, or permits to be employed therein, a minor under fourteen years of age who cannot read and write in the English language, except during the vacation of the public schools in the city or town where such minor lives, and

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every parent or guardian who permits such employment, shall, for every such offence, forfeit not less than twenty nor more than fifty dollars, for the use of the public schools of such city or town.

2. Every person who regularly employs, or permits to be employed, a minor fourteen years of age, or over, who cannot read and write in the English language, providing such minor has been, since reaching the age of fourteen, for one year continuously a resident of a city or town in this Commonwealth wherein public evening schools are maintained, and is not a regular attendant of a day or evening school, shall, for every such offence, forfeit not less than fifty nor more than one hundred dollars, for the use of the evening schools of such city or town.

3. Whenever it appears that the labor of any minor who would be debarred from employment under section two of this act, is necessary for the support of the family to which said minor belongs, or for his own support, the School Committee of said city or town may, in the exercise of their discretion, issue a permit authorizing the employment of such minor within such time or times as they may fix, and the provisions of said section two shall not apply to such minor so long as said permit is in force.

4. Two weeks next before the opening of each term of the evening schools, the school committee shall, by posters posted in three or more public places of said city or town, give notice of the location of said schools, the date of the commencement of the term, the evenings of the week during which said schools shall be kept, the provisions of section two of this act as to forfeiture for non-compliance with said section, and such regulations as to attendance as they shall deem proper.

AN ACT

TO AMEND AN ACT RELATING TO THE EMPLOYMENT OF MINORS WHO CANNOT READ AND WRITE IN THE ENGLISH LANGUAGE.

Section two of chapter four hundred and thirty-three of the acts of the year eighteen hundred and eighty-seven is hereby amended as follows: In the eighth line thereof, after the word "day," by striking out the words "or evening" and by adding after the word "school" in the same line the following words:—Or has not attained an attendance of seventy per cent. or more of the yearly session of the evening school, — so that the section as amended shall read as follows: — SECTION 2. Every person who regularly employs, or permits to be employed, a minor fourteen years of age, or over, who cannot read and write in the English language, providing such minor has been, since reaching the age of fourteen years, for one year continuously a resi-

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dent of a city or town in this Commonwealth wherein public evening schools are maintained, and is not a regular attendant of a day school, or has not attained an attendance of seventy per cent. or more of the yearly session of the evening school, shall, for every such offence, forfeit not less than fifty nor more than one hundred dollars, for the use of the evening schools of such city or town. [*Approved March 19, 1889.*

CHAP. 348, ACTS OF THE YEAR 1888.

AN ACT

IN RELATION TO THE EMPLOYMENT OF CHILDREN.

Be it enacted by the Senate and House of Representatives in General Court assembled and by the authority of the same, as follows:

SECT. 1. No child under thirteen years of age shall be employed at any time in any factory, workshop or mercantile establishment. No such child shall be employed in any indoor work, performed for wages or other compensation, to whomsoever payable, during the hours when the public schools of the city or town in which he resides are in session, or shall be employed in any manner during such hours unless during the year next preceding such employment he has attended school for at least twenty weeks as required by law.

SECT. 2. No child under fourteen years of age shall be employed in any manner before the hour of six o'clock in the morning or after the hour of seven o'clock in the evening. No such child shall be employed in any factory, workshop or mercantile establishment, except during the vacation of the public schools in the city or town where he resides, unless the person or corporation employing him procures and keeps on file a certificate and employment ticket for such child as prescribed by section four of this act, and no such child shall be employed in any indoor work, performed for wages or other compensation, to whomsoever payable, during the hours when the public schools of such city or town are in session, unless as aforesaid, or shall be employed in any manner during such hours unless during the year next preceding such employment he has attended school for at least twenty weeks as required by law; and such employment shall not continue in any case beyond the time when such certificate expires. The chief of the district police, with the approval of the governor, shall have authority to designate any kind or kinds of employment in factories, workshops or mercantile establishments as injurious to the health of children under fourteen years of age employed therein, and after one week's written notice from the said chief to the employer or his superintendent, overseer or other agent of such designation no such child shall be employed in any such kind or kinds of employment in any factory, workshop or mercantile establishment.

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SECT. 3. No child under sixteen years of age shall be employed in any factory, workshop or mercantile establishment unless the person or corporation employing him procures and keeps on file the certificate required in the case of such child by the following section, and also keeps on file a full and complete list of such children employed therein.

SECT. 4. The certificate of a child under fourteen years of age shall not be signed until he presents to the person authorized to sign the same an employment ticket, as hereinafter prescribed, duly filled out and signed. The certificate and the employment ticket shall be separately printed, and shall be in the following forms respectively, and the blanks therein shall be filled out and signed as indicated by the words in brackets: —

EMPLOYMENT TICKET, LAW OF 1888.

When [name of child], height [feet and inches], complexion [fair or dark], hair [color], presents a certificate duly signed, I intend to employ [him or her].

[Signature of intending employer or agent].

[Town or city and state].

AGE AND SCHOOLING CERTIFICATE, LAW OF 1888.

This certifies that I am the [father, mother or guardian] of [name of child], and that [he or she] was born at [name of town or city], in the county of [name of county, if known], and state [or country] of [name], on the [day and year of birth], and is now [number of years and months] old.

[Signature of father, mother or guardian.]

[Town or city and date.]

Then personally appeared before me the above named [name of person signing] and made oath that the foregoing certificate by [him or her] signed is true to the best of [his or her] knowledge and belief. I hereby approve the foregoing certificate of [name of child], height [feet and inches], complexion [fair or dark], hair [color], having no sufficient reason to doubt that [he or she] is of the age therein certified.

[Signature of person authorized to sign, with official character or authority.]

[Town or city and date.]

In case the age of the child is under fourteen, the certificate shall continue as follows, after the word "certified": — And I hereby certify that [he or she] can read at sight, and can write legibly, simple sentences in the English language, and that [he or she] has attended the [name] public [or private] day school according to law for [number of weeks, which must be at least twenty] weeks during the year next preceding this date, and that the last twenty weeks of such at-

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tendance began [date]. This certificate expires [date, one year later than above date].

[Signature of the person authorized to sign, with official character or authority.]

If attendance has been at a private school, also signature of a teacher of such school, followed by words, — certifying to school attendance.

[Town or city and date.]

In case a child cannot read and write as above stated, the following may be substituted for the clause beginning "and I hereby certify" through to and including the word "language": "and I hereby certify that [he or she] is a regular attendant at the [name] public evening school"; but in such case the certificate shall only continue in force for as long a time as attendance of such child at such evening school is endorsed weekly during the session of such evening school, not exceeding the length of the public school year minus twenty weeks in place of attendance at day school as now provided by law, with a statement from a teacher thereof certifying that his attendance continues regular. If attendance has been at a half-time school, forty weeks of such attendance must be certified to instead of twenty. The foregoing certificate must be filled out in duplicate, and one copy thereof shall be kept on file by the school committee. Any explanatory matter may be printed with such certificate in the discretion of the school committee or superintendent of schools.

SECT. 5. In cities and towns having a superintendent of schools, said certificate shall be signed only by such superintendent, or by some person authorized by him in writing; in other cities and towns it shall be signed by some member or members of the school committee authorized by vote thereof: *provided, however*, that no member of a school committee, or other person authorized as aforesaid, shall have authority to sign such certificate for any child then in, or about to enter, his own employment, or the employment of a firm of which he is a member, or of a corporation of which he is an officer or employee. The person signing the certificate shall have authority to administer the oath provided for therein, but no fee shall be charged therefor; such oath may be administered by any justice of the peace.

SECT. 6. The certificate as to the birthplace and age of a child shall be signed by his father if living and a resident of the same city or town; if not, by his mother; or if his mother is not living, or if living is not a resident of the same city or town, by his guardian; if a child has no father, mother or guardian living in the same city or town, his own signature to the certificate may be accepted by the person authorized to approve the same.

SECT. 7. No child who has been continuously a resident of a city or town since reaching the age of thirteen years shall be entitled to

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receive a certificate that he has reached the age of fourteen unless or until he has attended school according to law in such city or town for at least twenty weeks since reaching the age of thirteen, unless exempted by law from such attendance. Before signing the approval of the certificate of age of a child, the person authorized to sign the same shall refer to the last school census taken under the provisions of section three of chapter forty-six of the Public Statutes, and if the name of such child is found thereon, and there is a material difference between his age as given therein and as given by his parent or guardian in the certificate, allowing for lapse of time, or if such child plainly appears to be of materially less age than that so given, then such certificate shall not be signed until a copy of the certificate of birth or of baptism of such child, or a copy of the register of its birth with a town or city clerk, has been produced, or other satisfactory evidence furnished that such child is of the age stated in the certificate.

SECT. 8. The truant officers may, when so authorized and required by vote of the school committee, visit the factories, workshops and mercantile establishments in their several cities and towns, and ascertain whether any children under the age of fourteen are employed therein contrary to the provisions of this act, and they shall report any cases of such illegal employment to the school committee and to the chief of the district police or the inspector of factories for the district. The inspectors of factories, and the truant officers when authorized as aforesaid, may demand the names of all children under sixteen years of age employed in such factories, workshops and mercantile establishments, and may require that the certificates and lists of such children provided for in this act shall be produced for their inspection. Such truant officers shall inquire into the employment, otherwise than in such factories, workshops and mercantile establishments, of children under the age of fourteen years, during the hours when the public schools are in session, and may require that the aforesaid certificates of all children under sixteen shall be produced for their inspection; and any such officer, or any inspector of factories, may bring a prosecution against a person or corporation employing any such child, otherwise than as aforesaid, during the hours when the public schools are in session, contrary to the provisions of this act, if such employment still continues one week after written notice from such officer or inspector that such prosecution will be brought, or if more than one such written notice, whether relating to the same child or to any other child, has been given to such employer by a truant officer or inspector of factories at any time within one year.

SECT. 9. Every parent or guardian of a child under fourteen years of age who permits any employment of such child contrary to the provisions of this act, and every owner, superintendent or overseer of any factory, workshop or mercantile establishment who employs or

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permits to be employed therein any child contrary to the provisions of this act, and any other person who employs any child contrary to the provisions of this act, shall for every such offence forfeit not less than twenty nor more than fifty dollars for the use of the public schools of the city or town. Every parent, guardian, or person authorized to sign the certificate prescribed by section four of this act, who certifies to any materially false statement therein, shall be punished by fine not exceeding fifty dollars, or by imprisonment not exceeding thirty days, or by both such fine and imprisonment. A failure to produce to a truant officer or inspector of factories the certificate required by the provisions of this act shall be prima facie evidence of the illegal employment of the child whose certificate is not produced.

SECT. 10. The expressions "factory" and "workshop" used in this act shall have the meanings defined for them respectively by chapter one hundred and three of the acts of the year one thousand eight hundred and eighty-seven.

SECT. 11. Within one month of the passage of this act the chief of the district police shall cause a printed copy thereof to be transmitted to the school committee of every city and town in the Commonwealth.

SECT. 12. Sections one to six, inclusive, of chapter forty-eight of the Public Statutes, chapter two hundred and twenty-four of the acts of the year eighteen hundred and eighty-three, chapter two hundred and twenty-two of the acts of the year eighteen hundred and eighty-five, and section one of chapter four hundred and thirty-three of the acts of the year eighteen hundred and eighty-seven are hereby repealed.

SECT. 13. This act shall take effect on the first day of July in the year one thousand eight hundred and eighty-eight. [*Approved May 17, 1888.*

Since the passage of these laws relating to illiterate minors the attendance at the evening schools has increased ten-fold. The issuing of certificates from the office and evening schools assumed for a time formidable proportions, and is a constant time-taker. From Aug. 1, 1888 to Dec. 31, 1889, there were issued from the Superintendent's office about eighteen hundred certificates. The issuing of each certificate takes at least fifteen minutes. The total time consumed in issuing the above named certificates was in the aggregate fifty-six days of eight hours each. It can readily be seen that work in the Superin-

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tendent's office has been materially increased by these acts. In addition to this, the time of the assistant truant officer and messenger is largely occupied in visiting the mills and enforcing these laws. Beyond this, much time is required of the principals of the evening schools and of the day schools in making out certificates of attendance, of the parents in visiting the Superintendent's office to sign the books, of the employers in making out "employment tickets." The above shows that the enforcement of these laws is no slight matter, and it also shows that they are considered important to the welfare of society or they would not be endured.

It is therefore the duty of all employers of such labor to become fully acquainted with the import and bearing of these laws, and to observe them strictly. The manufacturers and others in the city have generally cooperated with the school authorities in enforcing them, although a few of the overseers have from time to time offended. They have not been prosecuted, but have been warned; and this warning has usually been sufficient to secure the desired result.

It is not my purpose to enter into a defence of the laws, or to criticise in detail their weak points. This article has already taken up too much space. I shall be content if it will lead to a better understanding on the part of the committee and our citizens of the measures the State has taken to prevent illiteracy and gross ignorance in her borders, and more especially how these measures have added to the expense and work of the department.

ATTENDANCE.

The attendance was an improvement on that of the year previous. The number of half days absence decreased 5407; the cases of tardiness decreased 1100. The show-

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ing is creditable, and may be attributed to two causes: one, that epidemic diseases have not prevailed to a large extent among the children; the other, the earnest efforts of the teachers to make the school rooms attractive to the pupils. This last is an important factor in securing constant attendance. Firm but kind methods of governing, the infrequent resort to corporal punishment, the interest of the teachers shown daily in the efforts of the pupils, — may their efforts be never so poor, — all have a powerful influence in drawing to the school such pupils as find the ordinary school-room restraints irksome, and who seek opportunity constantly to avoid them. But, while it is encouraging to note a gain in attendance, the question to be considered is, whether all is being accomplished in this matter that can be. The average number of pupils belonging for the year in the High school was 320; the average daily absence was 16.2. The average number belonging in the grammar schools was 1444; the average daily absence was 82.5. The average number belonging in the primary schools was 2129; the average daily absence was 157.6. The average number belonging in the ungraded schools of all kinds was 327; the average daily absence was 29.5. The above items show that with 4220 belonging in all the schools the daily absence averaged 275 pupils. The cases of tardiness and dismissals for each day in the year average 65.8 for the former, 68 for the latter. Sickness, it is true, is the cause for many cases of necessary absence; there are good reasons that may be assigned for many others; yet making all due allowance for these, there are unquestionably many others each day that may be attributed to the fact that many parents do not realize the importance to their children and to the schools of regular attendance, or are persuaded frequently to act contrary to judgment. For the tardinesses, and for many of the cases of dismis-

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sal, there is less excuse than for the absences. A master of one of the large schools near Boston, which had about five hundred pupils of all grades from the lowest primary to the highest grammar, told me some years since that when he took charge of the school there were annually about 1400 cases of tardiness; after five years of effort, he had reduced the average to 70 cases each year. These figures seem to me to represent a fair proportion of necessary cases of tardiness in any elementary school to those that are unnecessary. If this assumption is true, much remains to be done in this respect yet, to bring the schools up to the standard. An important duty of the schools is to teach pupils to be constant in the performance of their obligations; the efforts of the teachers to do this surely are worthy the support of parents. If parents then allow their children to feel that they can remain away from school for slight causes, or if they condone cases of tardiness which might have been avoided by a little self-denial or extra effort on the part of the children, they are unconsciously strengthening tendencies in these children which may wreck their future success.

TRUANTS AND INCORRIGIBLES. WHAT SHALL BE DONE WITH THEM?

In my report of last year, I had occasion to remark on the need of a County Truant school for the cities and towns of this county. The committee as a body has expressed itself in favor of such an institution, and the committees of several other places in the county have also taken favorable action in the matter; yet nothing seems more remote than the founding of such a school. It does not seem to be a difficult matter to secure attention for other kinds of public buildings, but in regard to these surprising apathy and even opposition is shown all over

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the state by the public officials with whom rests the power to found such institutions. The requests of school authorities for such are tabled, and there they lie to be forgotten, or they are disposed of in some other way, so that usually nothing is the result. The statutes require each city and town of the Commonwealth to provide some suitable place for the care and custody of its truants. It also provides that incorrigible pupils other than truants may be sent to these schools. These provisions are wise, and are made in the interest of the individuals, of the schools, and of the State. The individuals are to be benefited by the exercise in their behalf of such reforming influences while they are under wholesome restraint, as will lead them to see the error of their ways before they become hardened in disobedience to lawful authority; the schools are improved by removing from them unwholesome influences; the state is benefited by the reformation of those whose unchecked course is certain to produce future criminals. The reformation of those who are sent to these schools is certainly, then, an important consideration. This I think will be acknowledged by all. The question that immediately concerns this community is, therefore, is the Truant school of this city reforming the vicious tendencies of those placed in it, or is it calculated to do this under its present conditions? The report of the committee on that school is strong evidence to the contrary. How long is this state of affairs to last? The City of Lawrence maintains a model truant school. If a county truant school cannot be had, in the name of humanity, let something be done to improve our local school. It would be unjust not to acknowledge that the school is in better condition to-day in certain respects than it was a year ago. The teacher now in charge has conducted the school well, and has done all in her power to improve the moral and mental conditions of the inmates, but she is

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responsible for them but five hours out of the twenty-four. How are the other hours provided for? It is too well known for me to reiterate. It is no more possible for a healthful moral atmosphere to be obtained under the present conditions surrounding the school, than it is to secure a healthful physical atmosphere in the midst of a miasmatic swamp without clearing away the unwholesome vegetation and draining off the poisonous waters. I feel that I should be derelict in my duty did I not continue to request the board to hold the matter under constant consideration until the proper change is effected. There are but eight inmates of the school at present. There are several truants on probation who may be sent at any time, and several boys who are not truants but come under the class of incorrigibles, who, for the good of the schools, should be sent to some place where their power for harm would be limited; but as things are, nothing is done with them until the last extremity is reached.

The teachers report 249 cases of truancy during the year. No permanent truant officer was elected until September, when Henry Smith was appointed to that office. George K. Dammon is the assistant truant officer, performing also the duties of janitor and messenger at the school committee rooms. One of his chief duties is to visit the mills and mercantile establishments, to see that the laws relating to attendance at school are observed. The statistics given below are the summaries of the reports of those who have acted as truant officers during the year.

TRUANT OFFICERS' REPORTS FOR 1889.

Visits to schools,	1632
Visits to families,	749
Visits to mills,	30
Cards received from teachers,	230
Children interviewed on the street,	723
Children taken from the street to school,	63

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Children taken home from the street,	45
Commitments to Truant school,	2
On probation,	1

REPORT OF ASSISTANT TRUANT OFFICER.

Visits to schools,	31
Visits to families,	30
Children interviewed on the street,	38
Commitments to Truant school,	7
Arrested and placed on probation,	1
Committed to care of State Board of Lunacy and Charity,	3
Visits to mills and mercantile establishments,	492

THE SCHOOLS.

Organization. — In organizing any system of schools, many things are to be considered: the buildings, their situation, construction, and furnishings; the apparatus to be used in illustration, and the books both for study and reference; the records and reports; the classification of pupils and intervals of promotion; and above all, the scope of the instruction to be provided. For reasons which will appear farther on, I shall consider here one feature of the organization of our schools, namely, the classification. Our schools are classified into thirteen grades, each grade representing one year of school life. Grade one is the most advanced class in the High school; grade thirteen is the lowest class in the primary schools. The primary schools embrace the first four years of school life, the grammar schools the next five, the High school the last four. Children are not admitted to the schools until they are at least five years of age; if, therefore, a child enters at the minimum age, and is regularly promoted, he is eighteen years old when he graduates from the High school. If he enters at a later age, and without previous instruction, or if he is compelled by sickness or any other good cause to be absent from school for some

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months, unless promoted "out of course," the probabilities are that he will not complete the course on account of his advanced age.

I have, therefore, introduced this subject, first, to direct attention to the difference that exists between the classification of our primary and grammar grades, and that of a majority of the large cities in New England. Our primary schools embrace one more year than most of these cities, and the grammar grades one less. This difference in gradation should be borne in mind when comparisons are instituted between the courses of study in our schools and those of these other cities. Second, to consider the subject of special promotions. The first point is of minor importance, the second is vital to the interests of many a pupil in the schools. Under the present plan, there is no regular provision by which pupils of more than ordinary ability, or of maturer minds than the average of their class, are given opportunity for covering the required work in less time than the others; nor can pupils who have been absent half the year, or perhaps a less time, on returning to school, unless they enter the "Mill schools," resume the places they held at the time of leaving, but are forced to repeat a whole year. It is true that a few pupils who receive assistance and encouragement at home may secure more rapid advancement than the majority; sometimes, especially in the lower grades, the teachers push some pupils of quick attainment faster than their class, but there is no organized plan provided for such promotions. What is needed is some system governed by the Board, by which all pupils whose physical and mental condition warrant more rapid advancement than the average can be so advanced, and this without working any injury to them physically or by slighting any study or subjects required in the regular curriculum.

To meet this demand, and to free the schools from the

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accusation that "All grist is brought to the same hopper," certain cities provide in their schools for semi-annual promotions, or, what is still better, for special promotions whereby such pupils as have been mentioned are enabled to complete the thirteen years' course in less time than they would be enabled to do by a more rigid system.

I therefore recommend that the Board take this matter under advisement. If provision should be made for special promotions, each case should receive special consideration, and no pupil should be allowed to advance more rapidly than the concurring opinions of teachers, parents, and committee shall deem advisable.

As I have stated before, this is an important question. I see each year pupils who are physically and mentally capable of more rapid advancement than our system now allows plodding along with their inferiors. These pupils waste many precious hours and go forth from the schools sufferers from a system that is not sufficiently elastic to afford all the advantages that it might be made to provide. This question is receiving the attention in some places that is its due. In one small city two years since, nearly four hundred pupils received special advancement during the year, and I am assured that the schools and the individuals were benefited thereby. So valuable a lesson should not go unheeded.

Discipline. — A weakness which is often fatal to the success of some who undertake teaching is inability to govern others. They may be eminently qualified so far as knowledge to be gained from books is concerned, but either from want of will power or of experience, or both, they fail utterly to control those placed in their charge. The qualification that is absolutely necessary for success in teaching is the governing power. This can only be exercised with judgment, when the teacher comprehends the nature and disposition of the pupils, and the effect

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upon them of methods of discipline. Much valuable time is wasted each day in many school rooms, because the teachers do not understand the principles of right government, and are constantly called upon to settle issues that should never have arisen, and would not had the proper relations been established between them and their pupils at the beginning.

It is not my intention to enter into a disquisition on the subject of discipline, but I cannot refrain, however, from quoting somewhat freely on this topic from one who has observed widely, and whose book "On Teaching" it would profit every teacher to read. "Discipline," he says, "is subjection to the teacher's authority, in accordance with the order which has been prescribed for educational ends. It must be all-pervading in the work of the school, but not always asserting itself. Silent as the air around them, it must provide for the healthy development of the children for whose life-wants it is adapted. What is wanted is the scene of subjection on the part of the pupils, with as little as possible of the assertion of the teacher." He goes on to say, "The teacher who would establish discipline on a sure basis must decide what is the most potent form of influence, and which ought, therefore, to be the prevailing form in use from day to day. I incline to think this may be decided clearly and finally. The use of the Eye is the basis of power; only after that comes the use of the Voice, or of recognized signs, which may save the need for utterance; and only as a last resort, by all means to be avoided until dire necessity has arisen, punishment."

Regarding the treatment of those special cases of children who, owing to their peculiar or perverted dispositions, occasion teachers so much trouble, he writes as follows, acknowledging at the same time that the power to inflict corporal punishment should be given to teachers to

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use in extremity: "Corporal punishment does not afford the direct line to success; a teacher's task is not so simple as this would imply. There is no specific for the cure of all diseases, and there is no single method for correcting all the faults of children. *Faults are not to be put down, but the dispositions from which they originate are to be rooted out and supplanted.* Skill more than force is wanted for this; reflection more than flogging, which might be done by a machine. * * * * Leather may be a useful commodity, but it is not a substitute for thought. Punishment may awaken fear, and fear may help reflection; but everything depends upon the justice of the punishment, and its adaptation to the case. * * * For success in training others there is no easier method than the arduous task of self-government, reflection, and carefully-devised experiments illustrating how those who are younger may become better."

I have quoted at length from this writer, for his conclusions are the same as mine, while his sphere of observation has been much broader. I think that the teachers, as a rule, have labored during the year in the lines indicated above. On the whole their efforts have been attended with success. The order in the majority of rooms has been satisfactory. Corporal punishment has decreased somewhat; flagrant breaches of discipline have not been of frequent occurrence. But there is still cause for just criticism, especially in certain rooms. A few teachers fail to control their pupils sufficiently to secure good results in teaching. In recitation the attention of these classes is not held, while the energy and time of the teachers are wasted in fruitless attempts to secure it. What is the remedy? Evidently these teachers are wanting in the necessary qualifications for teaching the grades where they are. In some cases an improvement might be made by transferring them to different grades than those

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in which they do not succeed. One who does have the force to deal successfully with older pupils, may possess the necessary qualifications to manage younger ones; on the other hand, another who does not possess the peculiar ability demanded in handling a primary grade, might do well in a grammar grade. Teachers are often misplaced, and are allowed to remain so for reasons that ought not to receive consideration. While it is not an agreeable duty to search these cases to their legitimate conclusion and apply the remedy, it certainly ought to be done. There can be no excuse why hundreds of children should suffer from the incompetency of anyone, and I hope these weak points in our schools may be remedied at the earliest possible opportunity.

Instruction.—Teaching, to be productive of the best results, must be adapted to the mental development of those who are to be instructed. It must be exercised in such a manner that the interest of the pupils shall be awakened and held. Thought must be occasioned in their minds, and they must be led to discover facts for themselves. Their progress ought to be measured by their ability to think and to reason, rather than by the pages covered in text-books; by their power each year to grasp subjects more difficult, not by the ease and fluency with which they recite definitions or mouth words whose significance they do not understand.

In the past, it was no unusual event to find on entering a school-room that the energy of the teacher was directed to filling the mental stomachs of the children with the dry husks of meaningless phrases; which seemed only to befog their brains rather than to stimulate their ideas or nourish their thoughts. To subject pupils for any length of time to instruction that does not stimulate their mental activities and awaken intelligence, tends to dry up in them the very well-springs of knowledge, and to render

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barren the mental faculties with which they have been endowed. The object of the "New Education," so called, is to do away with the travesty on teaching that has prevailed in the past, and to replace it with something better. In its creed, it recognizes a science and art of teaching; it bases its methods of instruction on the laws that govern mental growth; it is objective in its operations; its results, when it is rightly applied, are knowledge and truth.

I record with pleasure that many of our teachers are in touch with the progressive educational thoughts of the times; those who have not yet come under its influence must yield to its sway or find themselves bereft of support.

Primary Schools. — Something has been done in the year toward modifying the course of study for primary grades; a syllabus of language work for each grade is now in the hands of the teachers, and the instruction in that branch is improving rapidly. The requirements in reading are now somewhat less for the first three years than heretofore; the general plan is to give a greater quantity of simple reading in each grade rather than to advance rapidly into that which is difficult. With the variety of good reading matter that is furnished from the Howland fund, there is no need of taking advanced books before the classes are really fitted for them, in order to avoid repetition. The work in arithmetic is progressing finely, under the stimulus of the more objective methods adopted something more than a year ago; more attention, too, is being given in the upper grades to working with small numbers in practical application. Drawing is now finding its legitimate function in these grades under the direction of the special teacher in that department. I have been much pleased with the progress made in this branch under her teaching and supervision. The writing continues unsatisfactory, and I sometimes

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have doubts whether it can be much improved as long as there is so much written work done in nearly every branch, and perforce hurriedly done. Oral geography, at least, should be taught in these grades; for children to attend school four years and receive no teaching in this study is absurd; beginning with lessons on place, direction, etc., in the lowest grade, pupils by the end of the fourth year, when they enter the grammar schools, should be prepared by a thorough oral course in this branch to take a text-book on it and use it with intelligence. The primary grades of the Training school are taking such a course this year by special permission, and I hope by this time next year oral geography will be taught in every primary school in the city.

The discipline has been generally satisfactory, but is capable of being improved. The cases of whipping and other forms of corporal punishment are still too frequent. But for many of these the teachers are not wholly to blame. If parents would do their duty, the government of schools would be a comparatively simple matter. Mismanagement at home, and encouragement within the children of the spirit of insubordination to lawful authority, are frequently the sources of trouble in school.

The custom which has existed of placing in these schools teachers who had no especial training or preparation for the work, has been a prolific source in the past of poor teaching and bad government. Now that graduates of the Training school are to fill these positions when vacancies occur, it is to be expected that there will be less cause for criticism in the future.

Grammar Schools. — With the exception of the abolition of the morning recess in these grades, and the effect of some feeling which was engendered at the time by the movement, nothing has occurred during the year to disturb the work. The instruction has been characterized

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by an earnest purpose on the part of the teachers that has produced good results. The aim has been to do thoroughly what was undertaken; to attempt no more in any study than could be so done; to train the pupils to think and reason, as well as to implant knowledge.

Meetings of the principals have been held frequently for the consideration of questions relating to teaching and government. The utmost harmony has prevailed at these meetings; all have worked together to promote the best interests of the schools, and to bring into proper relation the whole school system. The attendance of the pupils has been much better for the year than for some years past, and the discipline has improved somewhat. With a larger enrollment than the year before, the cases of whipping have decreased in a marked degree, while the order has been at least as good as usual if not better. Viewed from whatever standpoint, these schools wear the imprint of progress.

There is one weakening influence from which they are suffering. I ask the indulgence of the Board for again broaching the subject. It is the condition of the lower grades, resultiug from the admission into them of so many pupils who are unfit to do the work of these grades. There is at present too much laxity in these promotions. I willingly accord that teachers ought to be the best judges as a rule whether their pupils are ready for advancement or not; but, with the privilege of acting as judges, responsibility of future results must be attached. If flagrant breaches of judgment are made in this matter, let the blame be placed where it belongs. For the sake of the teachers and pupils, who suffer, may the remedy be soon applied.

Ungraded Schools. — My report on these schools last year was quite full. This year it will be brief. Their general condition is good. They have a few noticeably

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weak spots which should be strengthened. The pupils who attend regularly are regularly promoted by grades, while those who attend but a part of the year are allowed to recite with one grade in one branch of study, in another grade in another branch. This is done that the different classes may not be retarded in their work; also that the irregular pupils may get the most while they are in school, and not suffer discouragement by being behind the class with which they recite.

These schools are now visited regularly by the drawing teacher, and the music teacher is to meet the teachers once a month for instruction. These schools, in time, will be brought into line with the graded ones in the special branches.

The demand for illustrative apparatus and reference books, which has been noticeably large during the past year, indicates an awakening on the part of the teachers to higher conceptions of teaching, and to better methods of its application.

The two ungraded schools which are located in the city proper and designated "Mill schools," have had their usual attendance. As those who attend these schools are to a large extent unacquainted with the English language, and are in school but twenty weeks of the year, one teacher can do justice to no more than thirty pupils at best. More individual attention must be bestowed upon each pupil, and the nature of the schools requires many classes. Assistants are therefore necessary when the number of pupils is much less than in the other ungraded schools.

The course of study for these schools ought to be one specially adapted to meet the wants of the class of pupils who attend them. The elements of a few essential branches thoroughly taught is worth more to these pupils than any attempt at the more extended course of the graded schools.

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Time can be most profitably spent by the teachers also in reading good, wholesome stories to the pupils, interesting them if possible in such literature, and in giving short practical talks frequently on moral and hygienic topics.

The teachers are following the line of instruction suggested, so far as I have observed. They both appreciate the responsibility, as well as the peculiar nature of the work they are doing. Their influence upon their pupils is beneficial to a marked degree.

Evening Schools. — This has been a successful year for the evening schools. Under the operation of the "Law for Illiterate Minors," the attendance is at least five times greater than it was a few years ago. All illiterate minors are compelled to attend at least seventy per cent. of the time the schools are in session, or they cannot be employed. This attendance must continue until the ability to read and write simple English sentences is acquired. Experienced, trained teachers are necessary for the kind of work here demanded, and especially those who are familiar with primary methods. One teacher cannot teach more than twenty of the beginners with much profit. The success of the schools this year may therefore be attributed to two causes: First, only successful teachers have been employed, one for each twenty pupils; second, a course of instruction specially adapted to meet the requirements of the illiterates was prepared and used, which was supplemented by a more extended course for those who wished it.

These schools were under the charge of experienced principals, two of whom are principals of grammar day schools; the cases of discipline under their management were rare, and the order as good as in the best day schools; the methods of instruction were similar to those of the day schools, the grading of the schools permitting

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much more class instruction than ever before. The results of the plan were shown in the fact that a great many pupils who could neither read nor write at the beginning of the year were enabled to pass the requirements of the law at the close and receive discharge tickets, while those in the more advanced classes showed equally rapid advancement.

Special Teaching. — The branches of study for which special instructors are employed in our schools are music, drawing, and sewing. The duties of the music teacher and of the drawing teacher of the primary and grammar grades are supervisory in their nature also; those of the teacher of drawing in the High school and those of the sewing teachers are confined to personal teaching only.

It is absolutely necessary for one who is to fill the position of special teacher acceptably to possess other qualifications than that of mere knowledge of the subject he is to teach. He should be above all a good teacher; he may be a fine singer, and not be able to teach singing; he may be able to draw, and yet be a very poor teacher of drawing; he may be able to sew, and yet fail to accomplish anything in teaching sewing. In one of the largest cities in this country, which is rapidly becoming famous for its school system, and which also is noted for the industrial turn that it is giving to its schools, general educational fitness and training as well as special fitness is required of its appointees to positions as special instructors. Is this not right? Is it not more necessary that one who is to direct the teachers and pupils of many grades should possess as high, if not higher, qualifications for teaching than one who is to instruct and guide but a few pupils in a single grade? Again, a special teacher should be in accord with the general aim and plan of the school system with which he is connected; comprehend the educational as well as the specific bearing of the

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branch which he teaches, and its relation to the other studies of the curriculum.

The Normal Course in Music is in use in the schools. Under the supervision and teaching of the special instructor, this department is in good condition. The majority of teachers are seconding his efforts satisfactorily as they are becoming familiar with the aim and methods of the course. The instruction that he gives the pupil-teachers each week in the Training school, must prove beneficial to the schools in the future by furnishing adequate preparation to those who are to fill coming vacancies in the teaching corps.

The drawing is taking shape and substance in the lower schools, where it has long been but a name. Although the revised plan has been in operation but a few months, appearances indicate its success. The teachers are being instructed in grade meetings by the special teacher, and are carrying out with renewed confidence and intelligent purpose the instruction there given.

The sewing has been conducted as usual. The committee on sewing recommend in its report certain changes which will prove beneficial, if adopted. Were a more definite and systematic course of instruction adopted for teaching this branch of industry in the schools, I think still better results might be attained than are now secured.

THE HIGH SCHOOL.

The reports of the committee on this school for the past few years have been so complete in respect to the details of the plan of instruction now pursued, and the prevailing methods of teaching, that extended remarks from me on these points are unnecessary at this time. It is a pleasant duty to bear witness to the earnestness of purpose manifested by the teachers in their work, their evident

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appreciation of the responsibilities of their high calling, and the generally excellent quality of the teaching.

The school has not escaped criticism, however. If criticism is made in a candid, kindly spirit, it ought to be welcomed; and, if faults are shown to exist, all interested should work together to correct them. Such criticism is productive of good; any other kind is baneful in its effects.

It was charged during the year that the pupils were being overworked; that too much time was required in home study. By instruction of the Board I made an investigation at the close of the fall term. While it appeared that a few pupils were taxing their strength, it seemed to be from voluntary effort rather than compulsion on the part of the teachers. The pupils as a whole were not overburdened. A circular of inquiry was sent to each pupil ranking over seventy per cent. for the term, requesting the amount of time spent each day in home study. The replies were tabulated, from which it appeared that the average amount of time given to home study was 2 hours 28½ minutes for each pupil. The committee did not consider the requirements excessive except in one class. In this case they were slightly modified. The course of study must be adapted to the capacity of the average pupil in good health. If any, by reason of physical weakness, are unable to do well the work required, it is their misfortune; they ought not to expect a modification of the course to meet their needs; their remedy lies in taking a partial course. Or, if any have entered the school with an inadequate preparation, whether due to their failure to apply themselves in the lower schools, or to circumstances, it is unjust to charge this school with exacting too much, if such pupils are forced to extra exertion in order to maintain their standing.

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The average membership of the school for the year was 320. There has been no increase in the number of pupils attending for several years. In fact the membership is less than that of two years ago. It is only just to state, however, that the senior class is the largest in the history of the school. The question naturally arises, why is it that with a growth of thousands in the population of the city, this school shows a decreased attendance? It is not due to the efficiency of the school, as it has been shown that more who enter are held than ever before. There must be other causes. One undoubtedly is the withdrawal of many children into the parochial schools, which furnish no candidates for the High school; another, that a large portion of the new population is not of such a character as to appreciate the advantages of an academic High school.

But while the above explanations may account for the condition of the High school so far as present attendance is related to that of the past, is there not a reason why so few pupils comparatively are attracted to it and other classical high schools of the country? There is a growing conviction that the curriculum of the prevailing type of high school does not supply the kind of higher education that many wish for their children. There is a demand for more practical instruction. How to meet this demand is the educational problem of the hour. It is the subject of discussion at gatherings of teachers; it is the theme of magazine articles, and is a prominent subject in the editorials of daily newspapers.

The consensus of thought seems to favor the organization of manual training departments in connection with the schools, especially in connection with high schools, or, in cities sufficiently large to admit of it, the organizing of manual training high schools, to which the requirements of admission shall be the same as to the classical high

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schools. Such schools now exist in St. Louis, Chicago, Baltimore, Toledo, Cleveland, Philadelphia, Cambridge, and other cities. Some of these schools form a part of the public school system, while others are independent of it. Several of them have been founded by public spirited citizens who felt the necessity of schools which should train the hands as well as the brains of boys and girls. In Toledo the Manual Training school occupies a wing of the High school building. It is open to both boys and girls. Superintendent Seaver of Boston, in his report to the School Board of that city on Manual Training schools, made after an examination of the leading manual training high schools in this country, speaks thus of the Toledo school: "The Toledo school is open to boys and girls, not only from the three classes of the High school, but from the senior grammar as well. This makes the course in manual training four years long, covering the eighth, ninth, tenth, and eleventh years of schooling. As already stated, the boys and girls who take this course take it as a clear addition to their other school-work, they being obliged to learn by home study lessons which their classmates not taking manual training have the time to study in school. But there have been no complaints of overwork, no falling off in interest on the part of the pupils who have once chosen manual training. On the contrary, manual training appears to be so attractive to the pupils, or to their parents, that the tendency to drop out of school before the end of the course has been in late years decidedly checked. The number of pupils in the Toledo High school has doubled within the last few years; and a large share of this increase, the teachers say, is clearly due to the introduction of manual training."

To give an idea of the course of study pursued in these schools, I give that of the Philadelphia Manual Training

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High school. One hour a day is given to drawing, two hours to shop work, and three hours to the academic studies.

The following are the lines of work:

1. A course in language and literature, including the structure and use of English, Composition, Literature, History, Economics, and German.

2. A course in Science and Applied Mathematics, including Geology, Physics, Chemistry, Physiology, Economic Botany, Mechanics, Steam and Electrical Engineering, Mensuration, Book-keeping and Surveying.

3. A course in pure Mathematics, including Arithmetic, Geometry, Algebra and Plane Trigonometry.

4. A course in Free Hand, Mechanical and Architectural Drawing, Designing and Modeling.

5. A course in tool instruction, including joiners, pattern-making, wood-turning, wood-carving, modeling, forging, soldering, bronzing, moulding and casting, vice work, and mechanical construction.

New Bedford is already an industrial center of some prominence, and is destined to become still more prominent. Should not a trend be given in her schools toward instruction in the manual arts?

I will close this article by quoting again from Superintendent Seaver. He says: "More and more are men coming to see that liberal culture depends not so much on the subject matter of study, as on the methods of study; not so much on the kinds of knowledge acquired, as on the kind of man the process of acquisition has produced. In the kingdom of educated men that is to come, the ancient order of nobility will no longer hold exclusive privileges. The distinctions of rank will turn not on what men know, but on what they can do; not on the particular schools they have been through, but on the value of the service they are prepared to render mankind.

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In such a kingdom a Bessemer or an Edison would not yield precedence to a Porson or a Bentley."

THE TRAINING SCHOOL FOR TEACHERS.

That those who intend to make teaching their profession should supplement their knowledge of the subjects they are to teach with a special course of study on the principles of teaching, and on accepted methods of presenting the subjects to be taught, in short, should add professional training to their scholarship, has become an accepted fact in the educational world. In certain countries of the Old World this professional training of teachers is most thorough, and is an absolute prerequisite to appointment. In this country, however, while the necessity of such a training is becoming generally recognized, the belief has so long existed in the popular mind that a person who knows the facts of the branches that he is to teach is sufficiently qualified to instruct youth, the growth of professional schools for teachers has been slow. The demand for better teachers, however, has increased rapidly within a few years. This is especially true in the East. The State Normal schools fail at present to meet the demand, either in the number or quality of its graduates, and, in self defence, the leading cities have been compelled to found schools in connection with their own systems, wherein those intending to teach in them may get some special training for their future work.

Such a school the Board has founded here. It has been in existence some months, and already gives promise of much usefulness. It is designed more especially to train candidates who wish positions as teachers in primary and grammar grades; but in lieu of a higher professional training school, those who intend to teach in secondary schools will find a course in it very beneficial.

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The demand for some means by which those entering our schools as teachers should be better prepared for the work, has long been urged by the successive sub-committees of the Board, and was vigorously seconded by my honored predecessor. Several years ago more rigid examinations of candidates were instituted, and several months of observation in the schools required of those who were successful, before they were placed on the list of approved candidates. These requirements were good, so far as they went, but the results obtained from them were not satisfactory. The same examination is now required of candidates, and the course in the Training school additional.

While much is to be expected from the graduates of this school, expectation must be kept within reason. That they will make mistakes is probable; what teacher does not? That occasionally one will prove a failure may be expected: this can be without any blame attaching itself to the school. What then may be reasonably expected of its graduates? To answer this in a general way I should say: Some knowledge of the laws that govern the development of the human mind; some knowledge of the principles of teaching, which are based on these laws: some acquaintance with the accepted methods of presenting to pupils the special subjects that are required to be taught in the schools; the possession of some valuable experience whereby they may be guided in organizing and disciplining a school; also, an acquaintance with the school laws of the State, the manner of keeping the records and the reports that are required as well as the special organization and course of instruction in vogue in this city. That the graduates of this school will know these things, and more, there is no question; and, when I realize the saving of time and friction that such knowledge will make possible, I feel that the value of such a

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school in connection with our system cannot be too highly appreciated. The Board was fortunate in securing an experienced principal, who possesses eminent qualities for the position. I know of no position connected with the schools that requires the exercise of ability and tact more than this one. Her report of the school is given below, also the examination required for admission and the regulations governing the school.

REPORT OF THE PRINCIPAL OF THE TRAINING SCHOOL, 1889.

Mr. Wm. E. Hatch, Superintendent of Schools:—

In accordance with your request, I herewith present the following report of the Harrington Training School for the four months since its establishment in September, 1889.

The school opened with twenty-four pupil-teachers and about three hundred children.

The pupil-teachers are divided into three classes, senior, junior, and sub-junior. The seniors and juniors comprise the teaching force of the school, the seniors having charge of the rooms and the juniors acting as assistants; the juniors have the charge of the children during the absence of the seniors for recitation. The sub-juniors are not expected to teach a class till they have obtained some knowledge of principles and methods of teaching. This knowledge is gained through study and recitation to the principal and assistant principal and through observation of the work of the other teachers.

The course of study for the pupil-teachers includes the History of Education, Psychology applied to teaching, Pedagogy, — including Principles of Teaching, School Organization, Management, and Discipline, — and methods of teaching the studies taught in the public schools.

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It is intended that the greater part of the theoretical work shall be accomplished during the sub-junior term, that the teacher may have, before the children are placed in her hands, some knowledge of what she is to teach and how she is to teach it. In the junior and senior terms the teacher has special study in methods and actual experience in teaching.

Since September all the classes have received instruction in Psychology and in Principles of Teaching, have read a work on School Economy, have conducted recitations in the classes of teachers, have conducted recitations of children before the teachers' class, — in each case subject to the criticism of the class and of the principal, — and have observed lessons taught to the children by the principal and the assistant principal. The sub-juniors have also completed the History of Education, have had a thorough course in drawing from the special teacher of that study, and have had instruction in teaching music from the special teacher of music. Written examinations have been given in Psychology, Pedagogy, and the History of Education.

The special difficulties under which we have labored during this time have been the crowded condition of the lower grades till the opening of the seventh room, the delay in procuring an assistant, and the withdrawal of the pupil-teachers to substitute in other schools in the city. All of these were unavoidable, and, with one exception, have been remedied. One of the grades still enrolls more names than there are seats in the room, but the daily absence is enough to reduce the attendance to below the seating capacity. The faithfulness and efficiency of the assistant selected have done much to repair the loss necessarily sustained while attempting to establish so large a school without an assistant. The call for substitutes still continues and must do so till a class has been graduated,

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when it is hoped the number of graduates will supply the demand.

It is to be regretted that the present senior class cannot spend a longer time in the school. The circumstances attending the establishing of a school like this, the difficulty of working with classes from so many different schools (most of the classes being composed of children from at least three schools), the many calls for substitutes, — all these disadvantages and interruptions must produce a lack of thoroughness and continuity in the training received during these first five months. The junior class has suffered from the same disadvantages, though in a lesser degree.

While one of the aims of a Training school is to graduate good teachers, it is also necessary that the welfare of the children is not neglected. But since good teaching means the development of the child, the two aims are not antagonistic; with due care that the children shall not suffer from a weak or inefficient teacher, there is no reason why the pupils in a training school should not make the same progress that children in other schools accomplish. In fact, in some respects, the advantage is on their side. Through several consecutive years of their school-life they are taught in accordance with the same principles, by the same methods, presumably good ones if the school is what a training school aims to be; they are placed more under the personal influence of the principal than can be done in many schools, and the "constant change of teachers," which is usually so disastrous to a class, is robbed of many of its disadvantages and becomes a factor in the advancement of the child. Here, the successive teachers use the same methods founded upon the same principles, so there is no radical change as far as the teaching is concerned; they already possess much knowledge of the class and of the work it has done; though the

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same *methods* are used, the *manner* of presenting the subjects taught often varies; and it has been found that the children's minds are stimulated and broadened by this contact with different teachers.

An important point to be guarded against is the danger of making the teachers mere imitators. To avoid this, the teachers are instructed in the principles that underlie teaching and are encouraged to work out in their way the method of illustrating a given principle. They should know why they teach a certain thing in a certain way.

With this end in view the attempt has been made to lead the teacher to know something of the child's nature, its needs and limitations, to make them acquainted with the laws that govern the training and development of that nature and to show them some of the methods by which that training and development may be given.

The following table relating to the pupil-teachers may be of interest:—

Whole number of pupil-teachers enrolled January 1, 1890,	24
Number of pupil-teachers in senior class,	6
Number of pupil-teachers in junior class,	12
Number of pupil-teachers in sub-junior class,	6
Number of days of substituting by pupil-teachers,	94½
Number of days of other absence of pupil-teachers,	70
Total number of days absence of pupil-teachers,	164½
Number of visitors since Oct. 25 (the record before that date is incomplete),	51

Respectfully submitted,

JOSEPHINE B. STUART,

Principal.

January, 1890.

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EXAMINATION REQUIRED FOR ENTRANCE TO TRAINING SCHOOL.

THIRD GRADE.

Language — The English language, its grammar and literature; the power of easy and accurate composition, showing the possession of an available vocabulary and a trained ability to think and reason; the power to read with intelligence and expressive elocution.

Writing — A creditable handwriting.

Mathematics — Arithmetic; the elements of plain geometry.

Geography and history — Physical and political geography; general history, or the history of England and of the United States.

Sciences — Physiology with school hygiene; physics; the elements of any one of these sciences, botany, zoology, geology.

Music and drawing — The rudiments of music and drawing.

SECOND GRADE.

The various subjects required for examination for a third grade certificate, each carried forward to a more extensive familiarity with principles and facts, and the following additions:

Civil government, with special reference to the United States.

FIRST GRADE.

The various subjects required for a second grade certificate, enlarged to still more comprehensive limits, and the following additions:

History and structure of the English language.

Algebra.

Latin; and French or German.

A total average of 70 per cent. in all the studies is required, and at least 50 per cent. in each.

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REGULATIONS GOVERNING TRAINING SCHOOL.

The following rules shall apply exclusively to the Training school, but it shall also be subject to the general rules and regulations on all points not covered by these special rules:

1. The corps of teachers shall consist of a principal, an assistant, and not more than twenty-four pupil-teachers, divided as nearly as possible into three classes of eight members each. The length of the course shall be one and a half school years.

2. The pupil-teachers shall be appointed by the Committee on Training School. No person shall be eligible to appointment as a pupil-teacher who is not a graduate of a full four-years' course in the New Bedford High school, or of a school of equal standing, and who has not taken the examination for teachers and been granted a third grade certificate.

3. The three classes shall be known as the Senior, the Junior, and the Sub-Junior. The Senior class shall be composed of those pupil-teachers who have already served one year in the school, and have been regularly promoted; the Junior class of those who have already served one half-year in the school, and have been regularly promoted; the Sub-Junior class, of those who have served no time in the school before admission to the class.

4. The pay of the pupil-teachers shall be as follows: Senior class at the rate of $4 per week for actual service; Junior class at the rate of $3 per week for actual service; the members of the Sub-Junior class shall serve without pay; but when any pupil-teacher shall be assigned for substitute duty she shall receive regular substitute's pay for the grade of school in which she substitutes. When a pupil-teacher is acting as substitute, her pay as a member of the training class shall cease.

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5. No pupil-teacher shall substitute more than three weeks in any one term, unless in the opinion of the Chairman of the Training School Committee and the Superintendent of Schools, the best interests of the schools shall be subserved by a longer service.

6. The Training School Committee shall have power to fill any vacancies occurring in the corps of pupil-teachers in such way as it may deem best, and in conformity with the rules of the Board.

7. All substitutes in the regular schools shall be taken when practicable, first, from unassigned graduates of the school; second, from either the Senior or Junior classes in the school. Requisitions for undergraduate substitutes shall be made upon the Superintendent of Schools by the principal or committee needing such substitute; in case a substitute shall be furnished by the Superintendent on requisition of a principal, the Superintendent shall report the same to the chairmen of the proper committees.

8. Pupil-teachers may at any time be notified by the Committee on Training School that their services are no longer needed, when in the judgment of said committee such teachers are disqualified for the position of teachers.

9. The names of all candidates for graduation shall be reported to the Training School Committee by the principal of the school at least two weeks before the time for the completion of their course.

10. Pupil-teachers who in the opinion of the Committee on Training School and the principal of the same have satisfactorily completed the course prescribed in the Training school, shall be granted certificates of graduation signed by the Chairman of the Training School Committee, the Superintendent of Schools and the Principal of the school. Such graduates shall be eligible for appointment as regular teachers in either the primary or grammar corps on second year pay without further examination; but no

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graduate shall be eligible for appointment to a position in the High school corps of teachers who does not hold a first grade certificate.

11. Examinations of candidates for admission to the Training school shall be held in January and August of each year by the Committee on Examination of Teachers, public notice of which shall be given at least two weeks before the examination. (See Sec. 2.) No candidate shall be permitted to enter the Training school after the first week of the term, except by special vote of the Training School Committee.

12. The principal of the school and her assistant shall instruct the pupil-teachers (1) in school organization and management; (2) in school discipline and hygiene; (3) in the history of education and the general principles of pedagogics; (4) in methods of teaching the different branches of the common school curriculum.

TEACHERS' MEETINGS.

I have held meetings of the principals of the schools each month throughout the year. I have also held grade meetings of the primary teachers from time to time. The grade meetings have not been held as often as I had intended or wished, and I hope to hold them more often during the ensuing year.

The chief duty of the Superintendent is to direct the teaching in the city. In no way can he reach the teachers so effectually as by grade meetings. In them, he can discuss the principles of teaching, and present methods to guide the instruction and discipline. He is then enabled in his visits to the schools to observe whether these methods are applied rationally: if not, attention to failure in this respect may be considered in future meetings.

The teachers have also been assembled several times to

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listen to addresses on educational topics, by men who rank high in the profession of teaching. These lectures are provided for by an appropriation from the income of the Howland fund. The following are the names of those who have already addressed the teachers:

Gen. T. J. Morgan; subject, Training to Think.

Dr. Larkin Dunton; subject, Psychology applied to Teaching.

Supervisor Robert C. Metcalf; subject, Language.

Mr. William Cranston Lawton; subject, The Closing Scenes of the Iliad.

These addresses were both interesting and profitable. Others bearing on special subjects of teaching are to be given in the future by those well qualified to discuss them.

PROFESSIONAL READING.

Those who are engaged in the practice of any profession cannot afford in these days to neglect the reading and study of the literature relating to their special line of work. If they do, their scope of information soon becomes inscribed within the limits of personal experience; they cease to grow in the special knowledge necessary to their calling; they get into ruts, and find in a short time that public confidence is withdrawn from them. The great body of teachers in the past have failed to recognize their duty in regard to professional culture, and this is one of the chief reasons why teaching has so long been denied a position among the liberal professions. There is no good reason why it should not attain that dignity, and it must in the near future.

Until within a few years the amount of literature bearing directly on the teachers' profession was limited, for the simple reason that there had been little demand for it. But the world is fast becoming rich in publica-

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tions relating to education. Papers and periodicals ably edited, and replete with suggestive aids for the school room, are now within the reach of all who desire them; reports of meetings, which contain the discussions of live topics by leading educators, are numerous; monographs on special subjects of study, and more pretentious works on the history of education, on the history of pedagogy, on the principles of teaching and the methods of application, in fact, works of all kinds relating to the science and the art of teaching are now abundant, and others are constantly being issued.

By action of the Board, the teachers are already furnished with a certain number of educational papers from the income of the Howland fund; it has recently established also a "Pedagogical Library" at the Superintendent's office for their use. In no way can a certain portion of this income be put to a better purpose than by furnishing educational books and papers for the use of the teachers. Their professional spirit and educational thinking will be quickened by such means — the surest method of securing from them good instruction.

I doubt not that the papers furnished are read. The patronage accorded the library shows that many of the teachers appreciate its benefits. I wish that more would take time to familiarize themselves with at least a few of its best pedagogical works. Any teacher who will not do this is not strongly imbued with the teaching spirit. A prominent physician of the city remarked in conversation recently that he found little time for recreation; that he felt compelled to devote his leisure moments to professional reading and study, and even that he had difficulty in keeping abreast of the times. While it would scarcely be wise for teachers to surrender all recreation to the duties of their calling, those who are in earnest will

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find time and means for keeping in touch with the best educational thoughts.

A list of the books that have already been placed in the library is given below. Others will be added from time to time as occasion warrants.

No.	Title.	Author.
1.	The History of Pedagogy.	Compayre.
2.	The Elements of Pedagogy.	White.
3.	Systems of Education.	Gill.
4.	John Amas Comenius.	Laurie.
5.	Essays on Educational Reformers.	Quick.
6.	Particular Systems of Education. Part III.	Rosenkranz.
7.	Higher Schools and Universities in Germany.	Arnold.
8.	Some Thoughts Concerning Education.	Locke.
9.	Emile.	Rousseau.
10.	Leonard and Gertrude.	Pestalozzi.
11.	Levana.	Richter.
12.	The Education of Man.	Froebel.
13.	Education.	Spencer.
14.	Lectures and Annual Reports. Vol. I.	Mann.
15.	" " " " " II.	"
16.	" " " " " III.	"
17.	Lectures on the Science and Art of Education.	Payne.
18.	The Philosophy of Education.	Tate.
19.	The Elements of Pedagogy.	White.
20.	On Teaching: its ends and means.	Calderwood.
21.	The Principles and Practice of Common School Education.	Currie.
22.	Lectures on Teaching.	Fitch.
23.	" " "	"
24.	Methods of Historical Study.	Freeman.
25.	Methods of Teaching History.	Hall.
26.	How Shall my Child be Taught.	L. P. Hopkins.
27.	Theory and Practice of Teaching.	Page.
28.	Talks on Teaching.	Parker.
29.	Art of School Management.	Baldwin.
30.	School Management.	Landon.
31.	On Teaching Geography.	Geikie.
32.	Education and Educators.	Kay.
33.	Scholemaster.	Ascham.
34.	Outline Study of Man.	Hopkins.
35.	School Economy.	Wickersham.
36.	School Room Guide.	DeGraff.

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37. Manual of Method and Organization. Robinson.
38. Lectures on Geography. Strachey.
39. The Action of Examinations. Latham.
40. Object Lessons. Walker.
41. The True Order of Studies. Hill.
42. Theory and Practice of Teaching. Thring.
43. School Journal. Vol. I. Mann.
44. " " " II. "
45. " " " III. "
46. " " " IV. "
47. " " " V. "
48. " " " VI. "
49. " " " VII. "
50. " " "VIII. "
51. " " " IX. "
52. " " " XI. "
53. " " " XII. "
54. " " "XIII. "
55. " " "XIV. "
56. Art of School Management. Baldwin.
57. Methods and Aids in Geography. King.
58. " " " "
59. Contributions to the Science of Education. . Payne.
60. Power and Authority of School Officers and Teachers.
61. " " " " "
62. Compayre's Lectures on Pedagogy. Payne.
63. Rosmini's Method in Education. Grey.
64. Bibliography of Education. Hall.
65. Lectures to Kindergartners. Peabody.
66. Early Training of Children. Malleson.
67. Habit in Education. Hall.
68. Modern Petrography. Williams.
69. The Study of Rhetoric. Genung.
70. English in the Preparatory Schools. Hoffcut.
71. English in the Schools. Woodward.
72. How to Teach Reading. Hall.
73. The Study of Latin Morris.
74. Mathematical Teaching. Safford.
75. How to Study Geography. Parker.
76. Studies in Pedagogy. Morgan.
77. Educational Mosaics. Morgan.
78. Elements of Psychology. Hewett.
79. Topics in Geography. Nicols.
80. Compayre's Lectures on Pedagogy. Payne.
81. Notes of Lessons for Young Teachers. . . . Taylor.

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82. Geography Teaching and Sand Modelling. . Frye.
83. " " " " . "
84. How to Teach Language. Metcalf.
85. How to Teach Geography. Carver.
86. Arithmetic in Primary Schools. Dunton.
87. Cyclopædia of Education. Kiddle & Schem.
88. Orbis Pictus. Comenius.
89. Free Schools of the United States. . . . F. Adams.
90. Prosperity or Pauperism? Earl of Meath.
91. Outlines of Psychology. Sully.
92. Primary Education. Jacobi.
93. Order of Exercises in Elocution. Parker.
94. Life and Education of Laura D. Bridgman. Lamson.
95. School Inspection. Fearon.
96. True Order of Studies. Hill.
97. Kindergarten Culture. Hailman.
98. Education and School. Thring.
99. Reminiscences of Froebel, by Von Bülow. Translated by Mrs. Horace Mann.
100. Education in its Relation to Manual Training. McArthur.
101. Schools and Studies. Hinsdale.
102. The Quincy Methods. Partridge.
103. The Teacher. Blakiston.
104. Reports on Elementary Schools. Matthew Arnold.
105. Address on Educational Subjects. Laurie.
106. Scientific Industries Explained. Watt.
107. The Teacher. Abbott.
108. Development of the Intellect. Preyer.
109. Memory—What it is and how to Improve it. Kay.
110. Methods of Teaching Geography. Crocker.
111. Teacher's Manual of Object Lessons. . . . Park.
112. Three Lectures on Education. Dr. Oppler.
113. Chips from a Teacher's Workshop. Klemm.
114. First Three Years of Childhood. Perez.
115. Physical Education. Maclaren.
116. School Management. Kellogg.
117. Day Dreams of a School Master. Thompson.
118. Autobiography of Froebel.
119. Educational Theories. Browning.
120. A Tractate on Education. Milton.
121. Securing and Retaining Attention. Hughes.
122. Three Essays—Study of English Literature. Blaisdell.
123. Old Greek Education. Mahaffy.
124. Locke's Conduct of the Understanding. . . Fowler.
125. Gill's School Management. John Gill.

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126. Cultivation of the Memory.
127. Cultivation of the Senses.
128. On Discipline.
129. On the Use of Words.
130. On Class Teaching.
131. Hand-book of Punctuation. Bigelow.
132. Book of Object Lessons. Lake.
133. Swedish System of Educational Gymnastics. Baron Nils Posse.
134. Compayre's History of Pedagogy. Payne.
135. A Treatise on Pedagogy. Hewitt.

SCHOOL SESSIONS IN STORMY WEATHER.

At present, there is no well-defined regulation of the School Board by which unity of action is effected throughout the schools of the city in regard to school sessions in stormy weather. As the matter now rests, the responsibility of holding no session of the schools in the afternoon, in case the weather seems unsuitable, lies with the principals. No provision whatever is made for no session in the morning, no matter what the weather may be. It frequently happens that one session is held in part of the schools and two in others. It also happens occasionally that the teachers find on reaching their schools on very stormy mornings so small a percentage of their pupils present that there is no object in attempting school. They return home having accomplished nothing, some of them perhaps having endangered their health by the exposure.

It is true that the days are not frequent when the majority of the pupils (except those of the lower primary grades) cannot get to their schools without undue exposure. Sessions of schools should only be omitted when the weather is such that pupils in good health and properly clad cannot attend without endangering their health. Such days sometimes occur. On the other hand, sessions might be held when the majority of the pupils could attend, while some in delicate health and others

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who were temporarily without wearing apparel suited to inclement weather ought not to do so. Neither teachers nor parents should expect omission of school sessions for the last two classes of pupils mentioned.

The faults with the present state of affairs are these: There is no unity of action possible owing to divided responsibility; there is no provision for omitting morning sessions. I have been criticised a number of times during the year by parents and others for not ordering the omission of school sessions in bad weather, they naturally supposing that I, as Superintendent, would have the matter in charge. It is well known to your Board that I do not control the matter now; nor would it be any use to place the control in my hands unless some arrangement can be made with those in charge of the Fire Department, by which special signals would be struck on the fire bells at times agreed upon, these to indicate to teachers and pupils the omission of the school session. This is done in most cities where they have a fire alarm service, and I cannot understand what reasonable objection can be brought against adopting it here.

I earnestly recommend to your Board to take this matter under early advisement, and to make some arrangement by which the present practice with its faults may be improved. I know that the principals desire a change, and I am confident that the general plan in use in other cities would recommend itself to the majority of the parents here, were it in practice.

CONCLUSION.

Gibbon wrote years ago, "All that is human must retrograde if it do not advance." If ever that saying was true, it applies with renewed force to the world of to-day. Progress is manifest in every sphere of human activity.

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The friends of the public schools claim that these too have kept pace with the march of progress. They offer as evidence the better preparation for their work of those who instruct in them; the more rational methods of teaching and discipline that are used; the great improvement that has been made in all the mechanical means that are employed; the superiority of the modern school buildings over those of the past, whereby the health and comfort of pupils and teachers are improved, — all of these, they claim, have force to promote the mental, moral and physical well-being of the pupils (the true end of education) as never before.

But notwithstanding the progress that has been made, they also realize that there are vital questions still that are thrusting themselves forward for settlement, which give promise of greater changes in our school system in the near future than have yet come to it.

> "Thus times do shift, each thing his turn does hold,
> New things succeed as former things grow old."

And so the exponents of manual training claim that the time has come when it should be engrafted on the school system; that the education now provided does not meet the demands of a large class of citizens. This is only one of the questions that to-day is exercising the minds of those interested in educational matters; but it probably is the most important one. That this and all other questions which affect the integrity of the public schools will be settled by the promotion of their best interests, I have faith to believe; but it will require the exercise of wisdom by those who administer their affairs, and more than all will demand the loyal and steadfast support of an enlightened public, upon whom rests not only the future welfare of the schools, but also the safety of the nation.

Respectfully submitted,

WILLIAM E. HATCH,
Superintendent of Schools.

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CALENDAR, 1890.

Winter Term begins January 6, 1890; ends April 11, 1890.
Summer Term begins April 21, 1890; ends June 27, 1890.
Fall Term begins September 2, 1890; ends December 19, 1890.

VACATIONS.

From Wednesday noon before Thanksgiving, the remainder of the week.

April 12, 1890 to April 20, 1890, inclusive.

June 28, 1890 to September 1, 1890, inclusive.

December 20, 1890 to January 4, 1891.

HOLIDAYS.

Every Saturday; Washington's Birthday, or the day following when that occurs on Sunday; Memorial Day; Labor Day; all National and State Fast Days.

SCHOOL SESSIONS.

9 A. M. to 11.30 A. M., and 2 P. M. to 4 P. M., in the Grammar schools. 9 A. M. to 12 M., and 2 P. M. to 4 P. M., in the Primary schools, except during the time from Nov. 1st to March 1st the afternoon sessions are: 1.30 P. M. to 3.30 P. M.

High school, 8.30 A. M. to 1.30 P. M.

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List of Teachers.

HIGH SCHOOL.

Grade.		Residence.		Salary.
	Ray Greene Huling, Principal,	195	Cottage street,	$2,750
	Chas. R. Allen,	1	Lincoln "	1,400
I.	Chas. T. Bonney, Jr.,	121	Washington "	1,000
I.	Sarah D. Ottiwell,	74	Kempton "	900
II.	Elizabeth P. Briggs,	100	Hillman "	900
II.	Lydia J. Cranston,	81	North "	900
III.	Emma H. Wheeler,	2	Mt. Vernon "	800
III.	Mabel A. Spooner,	12	Morgan "	400
IV.	Mary E. Austin,	214	Kempton "	900
IV.	Lucretia N. Smith,	72	Foster "	900
IV.	Emma K. Shaw,	72	High "	750

GRAMMAR SCHOOLS.

FIFTH STREET:

	Allen F. Wood, Principal,	111	Acushnet avenue,	1,800
V.	Helen L. Hadley,	196	Grinnell street,	550
V.	Sarah W. Almy,	20	Ash "	550
VI.	Sarah A. Carr,	56	Spring "	550
VI.	Sarah E. Stoddard,	352	County "	550
VII.	Mary E. Allen,	25	Madison "	550
VII.	Elizabeth P. Brightman,	24	Madison "	550
VII	Janet Hunter,	55	No. Sixth "	550
VIII.	Mary A. Kane,	127	Grinnell "	550
VIII.	Lydia A. Macreading,	17	Bonney "	550
IX.	Lena A. Chubbuck,	148	Purchase "	525
IX.	Nancy H. Brooks,	135	Fourth, "	525

MIDDLE STREET:

	George H. Tripp, Principal,		Fairhaven,	1,800
V.	Clara S. Vincent,	233	Middle street,	550
VI.	Agnes J. Dunlap,	117	Hillman "	550
VI.	Hattie F. Hart,	233	Acushnet avenue,	550
VII.	Katharine Commerford,	634	County street,	550
VII.	Lucy B. Fish,	64	Smith "	550
VIII.	Maria B. Clark,	131	Chestnut "	550
VIII.	Clara B. Watson,	37	Fifth "	550
IX.	Mary R. Hinckley,	111	High "	550
IX.	Mabel W. Cleveland,	51	Summer "	550

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PARKER STREET:

Grade.		Residence.		Salary.
	Charles E. E. Mosher, Principal,	92 High	street,	$1,800
V.	Helen M. Gordon,	11 Franklin	"	550
V.	Anna L. Jennings,	115 Maxfield	"	550
VI.	Emma A. McAfee,	72 School	"	550
VI.	Emma B. Allen,	Cor. Morgan & Cottage	sts.,	500
VII.	Eliza J. D. Shepherd,	5 Lincoln	street,	550
VII.	Martha A. Hemenway,	5 Lincoln	"	550
VII.	Josephine Almy,	201 Cottage	"	550
VIII.	Emma C. Nash,	1121 Acushnet	avenue,	550
VIII.	Emma B. McCullough,	300 Purchase	street,	450
IX.	May L. Pettey,	22 Pope	"	525
IX.	Lizzie E. Omey,	63 Thomas	"	450
IX.	Mariana N. Richmond,	34 High	"	525
IX.	Emily A. Delano,	464 County	"	475

THOMPSON STREET:

VII.	Katharine N. Lapham, Principal,	37 Elm	street,	750
VIII.	Abby F. Sullivan,	230 County	"	550
IX.	Mary A. Macy,	72 Bedford	"	550
IX.	Chella F. Carpenter,	2 Grape	"	475

HARRINGTON TRAINING SCHOOL.

	Josephine B. Stuart, Principal,	464 County	street,	1,200
	Anna W. Braley,	619 County	"	650
	Twenty-four training teachers.			

PRIMARY SCHOOLS.

ACUSHNET AVENUE:

X.	Jane E. Gilmore, Principal,	245 Acushnet	avenue,	600
XI.	Sarah E. Kirwin,	101 So. Sixth	street,	500
XII.	Helen C. Allen,	173 Grinnell	"	500
XII.	Clara C. M. Gage,	78 Mill	"	475
XIII.	Susan M. Lucas,	167 North	"	500
XIII.	Carrie S. Silva,	81 Washington	"	425

CEDAR STREET:

X.	Annie S. Homer, Principal,	117 Hillman	street,	575
XI.	Bessie P. Pierce,	1 Court	"	500
XII.	Abby D. Whitney,	59 Hill	"	500
XIII.	Willetta B. Nickerson,	46 State	"	475
XIII.	Annie L. Edwards,	62 North	"	475

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CEDAR GROVE STREET:

Grade.		Residence.	Salary.
X.	Flora E. Estes,	535 Purchase street.	$475
XI.	Carrie A. Shaw,	Belleville,	475
XII.	Annie G. Brawley,	23 Washburn "	400
XIII.	Mary J. Eldridge,	200 So. Second "	500
XIII.	Lucy F. Clark, Principal,	131 Chestnut "	575

DARTMOUTH STREET:

X.	Isadore F. Eldridge, Principal,	28 Sherman street.	550
XI.	M. Eva Schwall,	11 Bonney "	500
XII.	Annie M. Carpenter,	2 Grape "	500
XIII.	Sara H. Kelley,	24 Seventh "	500

FOURTH STREET:

X.	Sarah H. Cranston, Principal,	81 North street,	575
XI.	Eliza H. Sanford,	76 Fifth "	500
XII.	Sarah E. Sears,	21 Griffin "	500
XIII.	Annie L. Macreading,	17 Bonney "	450
XIII.	Ida G. Howard,	15 Morgan "	500

GROVE:

X.	Jane C. Thompson, Principal,	194 County street.	550
XI.	Sarah E. Tuell,	1046 So. Water "	500
XII.	Hattie L. Finlan,	186 County "	500
XIII.	Nellie W. Davis,	49 Bedford "	500
XIII.	Mary Barstow,	So. Orchard "	425

LINDEN STREET:

X.	Elizabeth P. Spooner, Principal,	129 Hillman street,	550
XI.	Isabella Luscomb,	245 Cedar "	500
XII.	Isadora Foster,	48 Parker "	500
XIII.	Lucy S. Leach,	91 Maxfield "	500

MERRIMAC STREET:

X.	Sarah H. Hewins, Principal,	111 Merrimac street,	550
XI–XII.	Addie West,	232 Pleasant "	500
XIII.	Hattie S. Damon,	78 Hillman "	475

MAXFIELD STREET:

X.	Bessie P. Nash,	1121 Acushnet avenue.	475
XI.	Sarah E. Field,	240 Middle street.	500
XII.	Annie E. Pearce,	151 Hillman "	500
XIII.	Mary B. White, Principal,	57 Foster "	550

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THOMPSON STREET:

Grade.		Residence.	Salary.
X.	Susan M. Tompkins, Principal,	2 Court street,	$550
XI.	Helen J. Kirk,	27 Franklin "	500
XII.	Grace H. Potter,	4 Orchard "	475
XIII.	Annie C. O'Connor,	299 County "	500
XIII.	Sarah A. Winslow,	316 County "	400

WILLIAM STREET:

X.	Eleanor Commerford, Principal,	634 County street,	550
XI.	Mary J. Graham,	12 Court "	500
XII.	Kate E. Cleary,	61 Mechanics lane,	500
XIII.	Amelia Lincoln,	87 Walden street,	500

COUNTRY SCHOOLS.

ACUSHNET:

Charlotte C. Carr, Principal,	56 Spring street.	700
Belle B. Wheeler,	2 Mt. Vernon "	425
Caroline O. Pierce,	1 Spruce "	475

CANNONVILLE:

Addie J. McFarlin, Principal,	152 Kempton street,	525
Lillie C. Tillinghast,	Cor. Middle and Pleasant streets,	425

CLARK'S POINT:

Annie B. Parker,	83 Walden street,	400

NORTH:

Mary I. Ashley,	Clifford,	550

ROCKDALE:

Susan C. Graffam,	280 Acushnet avenue,	450

PLAINVILLE:

Mary Chace,	Hathaway road,	475

MILL SCHOOLS.

NORTH:

Emma R. Wentworth,	117 Hillman street, $15.50 per week.

SOUTH:

Lucy J. Remington,	493 County street, $15.00 per week.

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SPECIAL TEACHERS.

DRAWING:

	Residence.	Salary.
Arthur J. Cumming,	Fairhaven,	$550
Adelaide B. Hyde,	175 William street,	1,200

SINGING:

Fred. L. Dinan,		1,500

SEWING:

Carrie H. Richmond,	33 Seventh street,	525
Eliza A. Smalley,	71 So. Sixth "	270
Gertrude H. Leonard,	62 Fifth "	270

MILITARY INSTRUCTOR:

John K. McAfee,	72 School street,	300

EVENING SCHOOLS.

DRAWING:

Arthur J. Cumming,	Fairhaven.		250
George A. Stetson.	99 Washington street.	6.00	per week
George H. Nye.	323 Cottage "	6.00	"

FIFTH STREET:

Oliver W. Cobb,	12.00	per week
Mrs. S. C. Whelden,	8.00	"
Mrs. C. T. Johnson,	5.50	"
Mary Crowell,	5.50	"
Lena B. Hamblin,	5.50	"
Harriet S. Gardner,	5.50	"
Sarah A. Winslow,	5.50	"
Mary G. Bonney,	5.50	"
Annie F. Smith,	5.50	"
Alice A. Taylor,	5.50	"
Annie L. Brownell,	5.50	"
Nellie H. Cook,	5.50	"
M. Eva Schwall,	5.50	"
Mary E. Pasho,	5.50	"
Sarah E. Stoddard,	5.50	"
Mary E. Barstow,	5.50	"
Lizzie B. Brightman,	5.50	"

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PARKER STREET:

	Salary.
George H. Tripp,	$12.00 per week
Nathaniel W. Gifford,	8.00 "
Sara L. Tallman,	5.50 "
Lillie C. Tillinghast,	5.50 "
Annie B. Parker,	5.50 "
Ida A. McAfee,	5.50 "
Mary F. Wilde,	5.50 "
Rachel L. Denham,	5.50 "
Myra A. Leach,	5.50 "
Willetta B. Nickerson,	5.50 "

CEDAR GROVE STREET:

Allen F. Wood,	12.00 per week
Ruby M. Tripp,	8.00 "
Annie G. Brawley,	5.50 "
Grace Carver,	5.50 "
Sarah Bowen,	5.50 "
Nannie P. Slocum,	5.50 "
Agnes J. Dunlap,	5.50 "
Addie J. McFarlin,	5.50 "
Mary R. Hinckley,	5.50 "
Abby R. Johnson,	5.50 "
Lydia A. Macreading,	5.50 "
Sarah E. Kirwin,	5.50 "
Lucy D. Ashley,	5.50 "
Clara S. Vincent,	5.50 "
Mabel W. Cleveland,	5.50 "

MERRIMAC STREET:

Joseph P. Kennedy,	10.00 per week
Katharine N. Lapham,	7.00 "
Grace H. Potter,	5.50 "
Regina M. Paul,	5.50 "
Edith K. Weeden,	5.50 "
Gertrude M. Robinson,	5.50 "

CENTRAL:

Mrs. S. W. Wilde,	8.00 per week
Cora B. Cleveland,	5.50 "

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RULES GOVERNING TEACHERS' SALARIES.

The maximum salaries for the various grades are as follows:

Principals of Grammar schools,	$1,800
" Primary "	600
Assistants in Grammar schools,	550
" Primary "	500

The salary of a Primary School Principal of a four room building is $550 per year, which is increased at the rate of twenty-five dollars for each additional room.

The salaries of all other regular teachers in primary and grammar grades not receiving the maximum salary, are increased at the rate of twenty-five dollars per year until the maximum salary is reached.

Ungraded schools,	$400 to $500
High School Principal,	2,750
" " Sub-Master,	1,600
" " Teacher of Sciences,	1,400
" " Lady Assistants,	900
Training School Principal,	1,200
" " Assistant,	625
Supervisor of Drawing in Grammar and Primary schools,	1,200
Teacher of Drawing in High school,	550
Teacher of Singing,	1,500
Teacher of Sewing,	525
Assistants,	270

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NEW BEDFORD PUBLIC SCHOOLS.

RATES OF TUITION FOR NON-RESIDENT PUPILS.

	First Term.	Second Term.	Third Term.	For the Year.
High School,	$17.26	$12.34	$19.74	$49.34
Grammar Schools,	8.05	5.74	9.20	22.99
Primary Schools,	6.07	4.33	6.93	17.33
Training School,	6.20	4.43	7.09	17.72
Ungraded Schools,	7.82	5.59	8.95	22.36

Tuition is payable in advance either at the office of the Superintendent of Schools, or at the schools where the pupils attend. All bills will be sent from the office of the Superintendent of Schools.

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DEPARTMENT OF PUBLIC SCHOOLS.

BRIEF DESCRIPTION OF THE SCHOOL HOUSES, WITH THEIR ACCOMMODATIONS AND CONDITIONS.

	SCHOOLS.	Material.	No. of Stories.	No. of School-Rooms.	No. of Recitation-Rooms.	No. of Assembly-Halls.	No. of Seats.	Condition.
1	Acushnet avenue,	Brick,	3	6			323	Good.
2	Acushnet,	Wood,	2	3			114	New.
3	Cedar street,	Wood,	2	6			231	Good.
4	Cedar Grove street.	Brick,	3	6			304	Good.
5	Cannonville,	Wood,	2	2	2		83	Fair.
6	Clark's Point,	Wood,	1	1	1		30	Fair.
7	Dartmouth street,	Wood,	2	6			300	New.
8	Fifth street,	Brick,	3	10		1	562	Good.
9	Fourth street,	Wood,	2	6			252	Fair.
10	Farm,	Wood,	1					Good.
11	Grove,	Wood,	2	4			196	Poor.
12	High school.	Brick,	3	9	7	1	368	Good.
13	Harrington,	Brick,	3	8	1		343	New.
14	High street,	Wood,	2					Old and Poor
15	Kempton street,	Wood,	2	4				Old and Poor
16	Linden street,	Wood,	2	4			204	Fair.
17	Middle street,	Brick,	3	9		1	359	Good.
18	Merrimac street.	Brick,	2	6			238	Good.
19	Maxfield street,	Brick,	2	4			201	Good.
20	North,	Wood,	1	1			43	Good.
21	Parker street,	Brick,	3	12		1	652	Good.
22	Plainville,	Wood,	1	1			28	Good.
23	Rockdale,	Wood,	1	2			92	Good.
24	Thompson street.	Brick,	3	9			491	Good.
25	William street,	Wood,	2	4			185	Fair.

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DEPARTMENT OF PUBLIC SCHOOLS, NEW BEDFORD, MASS.

Report for Year Beginning January 7th, Ending December 20th, 1889.

	NAME OF SCHOOL.	Total Enrollment for Year.	Average No. Belonging.	Average Daily Attendance.	Per cent. of Attendance.	Total Half Days' Absence.	No. Cases of Tardiness.	No. Cases of Dismissal.	No. Cases of Truancy.	No. Cases of Corporal Punishment.	Half Days Teachers were Absent.	Times Teachers were Tardy.	No. Visits by Superintend't.	No. Visits by Members Committee.
1	High,	459	320	305	.95	3,137	562	1,468	5		41	49	21	88
2	Fifth St. Grammar,	540	437	417	.95	8,272	1,565	1,827	27	96	27	10	54	50
3	Middle St. Grammar,	427	349	329	.94	7,861	959	1,297	29	185	117	12	33	33
4	Parker St. Grammar,	663	494	476	.94	11,387	2,256	1,446	41	177	46	10	50	36
5	Thompson St. Grammar,	237	164	154	.94	4,256	328	181	20	138	13	4	20	10
6	Harrington Training,	313	299	274	.92	3,684	237	140	5	28			29	66
7	Acushnet Ave. Primary,	321	252	234	.93	7,015	551	316	8	162	149	3	13	7
8	Cedar St. Primary,	225	200	185	.93	5,724	264	239	8	48	6	5	15	11
9	Cedar Grove St. Primary,	264	123	112	.91	4,853	196	1,010	4	71	27	1	16	16
10	Dartmouth St. Primary,	173	149	137	.92	3,984	389	316	2	170	200		22	31
11	Fourth St. Primary,	257	189	170	.90	6,356	786	416	21	90	49	6	19	15
12	Grove Primary,	374	201	186	.93	5,661	966	2,285	13	117	51		13	
13	Linden St. Primary,	144	126	115	.91	4,214	284	260	3	22	154	1	13	8
14	Merrimac St. Primary,	129	95	86	.91	3,172	199	242	3	18	7		11	10
15	Maxfield St. Primary,	181	141	132	.93	3,396	512	233	2	111	6		16	7
16	Thompson St. Primary,	288	229	202	.88	8,796	700	372	11	95	13	5	24	17
17	William St. Primary,	157	125	114	.91	4,048	439	95	9	30	7	2	9	16
18	Acushnet,	102	88	81	91	2,751	275	114	4	13	2		7	21
19	Cannonville,	74	70	64	.91	2,415	483	144		26	2	16	4	6
20	Clark's Point,	23	19	17	.90	749	59	34	2	24	2		2	2
21	North,	40	34	32	.94	1,042	66	20		5		2	2	1
22	Rockdale,	45	35	31	.89	1,891	70	52	3	3	61		3	1
23	Plainville,	25	22	20	.91	1,077	246		2	5	18		2	4
24	North Mill,	116	31	27	.87	358	207	268	27	15	2	2	2	8
25	South Mill,	119	28	25	.89	1,087	80	332		20			2	5
	Grand Totals,	5696	4220	3925	.93	107,186	12,769	13,107	249	1669	1000	128	402	469

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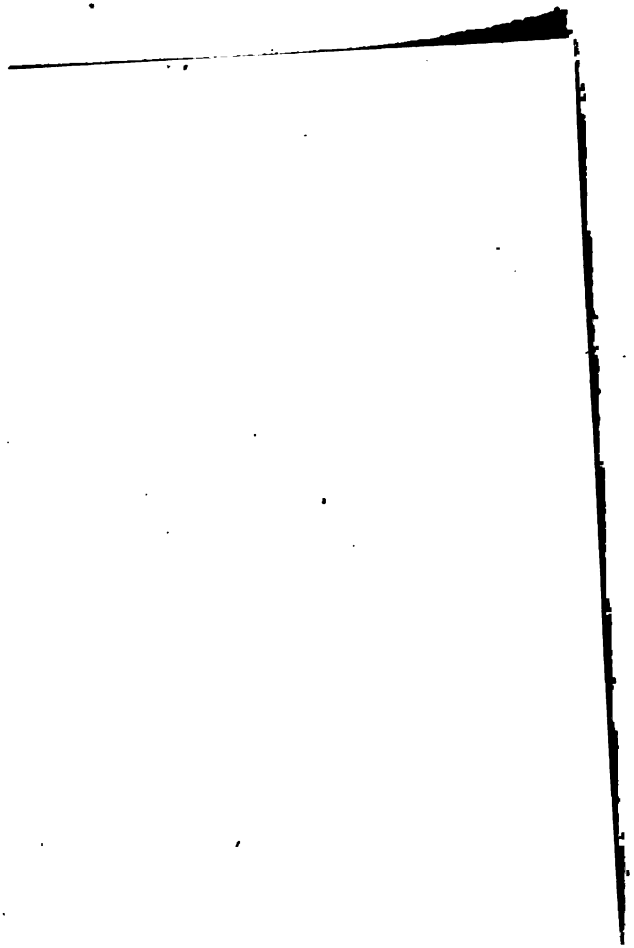
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